Learner perspectives on Foreign Language Knowledge, Interaction and Motivation in a Computer Assisted Language Learning Environment

a thesis submitted in fulfilment of the requirements
for the degree of Doctor of Philosophy

by

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Abbreviations used in this thesis

ACICIS	The Australian Consortium of In-Country Indonesian Studies
ASLLP	Australian Second Languages Learning Project
ASLPR	Australian Second Languages Proficiency Rating, now the ISLPR (International Second Languages Proficiency Rating) scale
CAI	Computer Assisted Instruction
CAL	Computer Assisted Learning
CALL	Computer Assisted Language Learning
CIT	Communication and Information Technologies (also ICT')
FL	Foreign Language(s)
FLL	Foreign Language Learning
FLT	Foreign Languages Teaching
ICALL	Intelligent Computer Assisted Language Learning
ICT	Information and Communication Technologies
IMM	Interactive Multimedia
IT	Information Technology
LOTE	Languages other Than English
L1	first language, native language, mother tongue
L2	Second Language(s)
NS	native speaker
NNS	non-native speaker
SL	Second Language
SLA	Second Language Acquisition
TELL	Technology Enhanced Language Learning

Thesis Abstract

Even as Computer Assisted Language Learning (CALL) expands, the study of Foreign languages (FL) in Australia continually fails to achieve the goals described in policy or recommended in empirical, speculative and evaluative research. At a time when active, experiential and learner-centred education is valorised, a major gap in FL discourse is the near-total absence of learner voices.

This educational study used ethnographic methods including an open-ended questionnaire to investigate university learner perceptions of i) Fl knowledge; ii) interactions meant to promote FL knowledge construction; and iii) issues of motivation and connectedness. The paradigm swings and oscillations in foreign language teaching methodology - from the Grammar Translation Method to the communicative era - have collided with the advent of learner-centred constructivism and a rethinking of the significance of intercultural learning. At the same time, networked multimedia computers have sponsored expansion of Computer Assisted Language Learning.

In this exploratory study in 1997, learners were introduced to a web-based component in their second semester Indonesian language studies. Learner perspectives on what knowledge construction may be mediated using this limited computer interactivity and what impact this has on motivation and sense of connectedness were gathered for interpretive analysis.

Among findings are a clarification of the core mission of language teaching as promoting the communicative power of learners, the role of FL teachers as negotiators of the curriculum, and development of the emerging paradigm of Experiential, Intercultural Foreign Language Learning. The interpretation also treats the significance of the personal and interpersonal in Foreign Language Learning.

Statement of Authorship

Except where reference is made in the text of the thesis, this work contains no material published elsewhere or extracted in whole or in part from a thesis by which I have qualified for or been awarded another degree or diploma.

No other person's work has been used without the due acknowledgement in the main text of the thesis.

This thesis has not been submitted for the award of any degree or diploma in any other tertiary institution.

Signed P Mahnken

Date 6 August 2002

Authority of Access Statement

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This thesis was submitted in fulfilment of the requirements for the degree of Doctor of Philosophy by Phillip Mahnken, B.A. (A.S.), Dip.Ed., M.Ed.

Signed .....

Dedication and Acknowledgement

This study is dedicated with gratitude

to my mother Liane Mahnken

who first nurtured my interest in other languages

and to her father, Paul Grisar,

who planted the love of history and literature in her.

The great patience, humanism and expertise

of my supervisor, Dr Thao Le,

has helped see this thesis through to completion.

The many shortcomings remain my own responsibility.

Chapter 1 Introduction to the study

1.1 Introductory statement

This study aims to explore learner perspectives on foreign language (FL) knowledge, interaction designed to promote acquisition or construction of that knowledge, and issues of motivation and connectedness, within an emerging new technology-enhanced environment. This chapter presents an overview of the key questions and subsidiary issues which lead to this research, the research aim and methodology, ethical considerations, significance of the research, the scope and limitations of the research and an overview of the thesis chapters.

1.2.1 What is FL Knowledge?

The profession made up of school and tertiary foreign language (FL) practitioners and researchers have no definitive consensus on what second language knowledge actually is or how it may best be acquired or constructed. Even less is understood of what learners perceive L2 knowledge to be. A review of the literature of second language pedagogy and acquisition will suggest a great range of contributory elements within the holistic process of knowing and using language. Despite a century of evolution of modern languages and linguistics theorising, dozens of teaching/learning approaches and grasping for panaceas (see Hawkins, 1980; Richards and Rogers, 1986; Lodge, 2000), the definition of language knowledge and acquisition is never closed, never finalised. Present understandings of what constitutes language knowledge are full of gaps.

Teachers in FL classes must make choices according to their best understanding of what is useful and appropriate for their students to encounter. Some will accentuate fluency in oral performance. Others will inculcate understanding of the grammatical system of a language. Yet others will want the cultural context of a target language to be prominent (Kramsch, 1993). Some scholars believe that the prosodics (stress, intonation, etc) and kinesics (body language, personal distance, rhythmic synchrony, etc) which accompany all lexico-semantic and syntactic aspects of oral-aural language performance, are also a part of L2 knowledge which should be taught, noticed, and learned (Gassin, 1996). Some teachers will attempt to 'cover it all' which is unfeasible in most limited-exposure courses. Should the FL teacher provide a rich palette of opportunities and hope that students' natural inclinations or learning styles will lead them to develop autonomously those areas of language knowledge which fit their needs?

As with some other performative fields of learning, such as music and drama, language use is an "ongoing accomplishment" (Schegloff, 1982). Little can be done satisfactorily at the point of utterance without the *knowledge* stored in the mind of the listener-speaker-reader-writer being automatically available. In most other knowledge domains, language is the tool used to negotiate through any breakdowns of information or understanding, or to seek missing information in a reference book. In learning a foreign language, the target language is both the medium and the message, both the means and the meaning. While one is yet in the beginning stages, clearly all the linguistic resources needed are not always automatically available. As novices in learning a second language, learners cannot even express easily the thoughts and knowledge they had as two-year-olds. Thus the well-known sense of frustration, embarrassment and ego-risk which is such a disincentive to the whole enterprise. Language form can be practised alone but this seems self-defeating when language is fundamentally - not just a cognitive tool - but a tool for social interaction and communication.

Should FL teachers in schools resign the responsibility of defining FL knowledge to syllabus designers and School Boards who often seem sure of their opinions even when scholars are not? Even university course designers commonly cast around for a textbook to rely on as the backbone of a course. This study surveys various understandings of language knowledge and seeks new data from FL learners about the knowledge they aspire to construct or acquire.

1.2.2 Interaction in FL learning

The second major question this study addresses is the nature of interaction which fosters growth of FL knowledge. Since almost all knowledge comes from outside the individual, there must be interaction between the human mind and others using an established language for acquisition to occur (Lewis, 1993, 55). In FLL, it is in classroom interaction that everything comes together: the teacher's theoretical knowledge, professional wisdom and habits, the course design, the classroom environment, systemic support and constraints, the influence of learners' socio-cultural background and their learning styles, aptitudes, intelligence, expectations and prior learning. The classroom experience and the outcome may constitute valuable learning of facts, concepts, interactive and literacy skills, and cultural understandings. Classroom interaction may also be less than optimally effective, a less than positive experience for learners who may become demotivated, disinclined to exert themselves and desert the course. The teacher's only recourse and major responsibility lies in course design followed by quality delivery. But what constitutes *quality interaction* in FLT and FLL? "Quality", "valuable", "positive" and "effective" are value-laden terms. Learners in English-dominant

countries are rejecting the quality and qualities of FLT (see chapter 2) despite the long history of FLT seeking to reform itself, to apply new theoretical insights to new classroom methods. Language is an immensely complex and holistic functioning of human beings (see Slembrouck, 1998). Language *proficiency* is a global, multifaceted construct and phenomenon - as is its correlate, communicative competence - such that researchers and teachers are obliged to understand, describe, model, teach and measure selected aspects of language performance. Lodge (2000, 112, 122) laments the discipline of Modern Foreign Languages having lost its way amid the violent oscillations in fashions of language pedagogy", the pull of instrumentality, the near-total absence of funding for applied linguistics research into a rigorous if broad theoretical unity, and a naive, reductionist, search for a once-and-for-all panacea, with computerisation the latest in a long series of "solutions".

A brief survey of recent FL history will demonstrate the diverse array of teaching and learning approaches with theoretical knowledge models, learning theories, goals, objectives, classroom delivery methods, procedures and assessment schema which have been proposed and implemented. (Excellent summations may be found in Hawkins, 1980; Richards and Rogers, 1986; Rivers, 1992; Kramsch, 1993).

Until the 1950's, in most of the Anglophone countries applying the classical Grammar Translation Method (GTM), courses were all rehearsal, never performance (Hawkins,1981). Decontextualised exercises in grammar, translation, reading comprehension and writing (the other two macroskills of listening comprehension and speaking were given less attention) led to literary studies. The audio-lingualism of the 1950's brought to the fore oral-aural skills but its methods of intensive mimicry and memorisation (M and M), pattern and substitution drills, capsule dialogues, were premised on the behaviourist theory that human language is mere habit formation (Hawkins, 1981; Jansen, 1983). Even with visuals, the courses rarely motivated students and not enough school teachers themselves had the proficiency and confidence to take the students on to 'free conversation' or even guided conversation (Hawkins, 1980; Jansen, 1983; Richards and Rogers, 1986, 44-63).

From the 1970s the teaching of foreign languages has been in 'the communicative era'. Communicative competence (Hymes, 1972) implies the ability to *use* language to function, interact and transact orally with counterparts in other language communities aware of situation appropriateness, relative status and role. Notional-functional courses reflected a concern that FL learners should be able *to understand and express common social functions and ideas for realistic purposes within a supportive, goal-oriented framework.* Interactive participation in

pairwork, in interviews, in language games, was encouraged within a teacher-directed syllabus based on attractive picture-laden textbooks with accompanying conversational tapes. Communicative Language Teaching (CLT) focuses on performance, what learners could or could not *do with* the language that they had learned at any given point in time, not what they did or did not *know about* the language (Bernhardt, 1999). Functional knowledge, not just analytic or descriptive knowledge, was prioritised and teaching for proficiency (Omaggio, 1986) as embodied in notional-functional courses, task-based approaches and activities-based approaches (Scarino et al, 1988) became popular. Among Rivers' (1992) 'Ten Principles of Interactive Language Learning', we find: 'Learning Language is primarily for interactive communication and *therefore interactive use of language is the best means of attaining proficiency*'. This tends to mean the personalised exchange of messages in realistic tasks. It is compatible with Krashen's (1985) Input Hypothesis and even more with Swain's (1993) Output Hypothesis. The American FSI/ACTFL scale and the Australian Second Language Proficiency Rating Scale (ASLPR, latterly ISLPR) promised an evaluation yardstick independent of the setting of instruction. Proficiency is the observable, practical performance of speech acts independent of any instructional course content. Language testers try to specify the crucial aspects of proficiency that should be measured to ensure that growth in internalised knowledge and performance capacity is occurring. Language testing always has a backwash effect on courses, privileging some forms of knowledge and interaction and de-emphasizing others.

The communciative and proficiency movements have not been without critics. The

> de-emphasis on language as language, but rather as a tool to accompany international studies resulted in the divorcing of foreign language study from the foreign language mission on university campuses. In other words, foreign language study became more attached to "use" notions as one might find them in the social science sense and less linked to foreign language departments. [...] This phenomenon has been extremely detrimental to the notion of genuine humanities-based cultural literacy in American education. (Bernhardt, 1999 HREF)

On ground prepared by and through issues arising from particular points of dissatisfaction with communicative approaches, there have evolved new approaches to LOTE teaching and learning. Task-oriented language learning is meaning focussed and according to Wolff (1994) includes such things as project work. Cognitive language learning helps develop a language awareness within the students through a process of discovery. Process-oriented language

learning can allow students to evaluate their own proficiency in skills such as listening, speaking, reading and writing and to develop their own style for learning language using combinations of these, whichever parts and combinations work best for them (Wolff,1994; see also Swain and Fillmore, 1984). Learner autonomy, Wolff suggests, is more of a framework for language learning. The teacher may make many methods available for the student to learn. The learner can direct and choose the learning most suitable (Wolff,1994; Little, 1991). Lo Bianco (2000) and others distinguish approaches that treat Language as Object (limited exposure FL) and other approaches (especially immersion) which develop Language as Content. In content-based learning, the content must be appropriate to age and stage, comprehensible but always stretching learners' linguistic skills and resources, and is often drawn from other subject areas of the curriculum. A tertiary education example can be found in Neustupny and Marriot's Content Based Approach to teaching Japanese (Marriot, 1991).

The Lexical Approach is yet another trend in recent language teaching which seeks to provide order in the chaos of FL methodology. Lewis (1999, 89) contends that "language consists of grammaticalised lexis, not lexicalised grammar. Lexis is the core or heart of language but in language teaching has always been the Cinderella." Whereas the Lexical Approach ostensibly focuses on the code of words, collocational phrases and the like in activities and tasks (Lewis, 1993,184), the humanistic, experiential and intercultural focus (see, for example, Kohonen et al, 2001) encourages teachers not to be obsessed with either code or communication but to use understanding of the personal culture of the learners and the target language speakers as the objectives and content. Kramsch (1993) in her landmark book, *Context and Culture in Language Teaching* has attempted to resolve many of the apparent dichotomies which beset language teachers. For her, all language teaching and learning is about the ways humans construct, convey and derive the shared meanings often collectively labelled culture. All language is context bound and culture bound. Any attention to atomistic elements of language - such as lexis, semantics, grammar, pragmatics, even literature, is for Kramsch part of learning the culture of another speech community. Even this, she posits, is part of a larger goal: the finding and construction of a third cultural space - beyond the learner's own and that of the target speech community - along the cultural faultlines. Similar goals and cultural projects are propounded by Furstenberg (2001) in university French teaching and Kohonen et al (2001)[1].

Kramsch's vision is complementary to the philosophy of constructivism. This philosophy of cognition and education refutes instructivist (or didactic) teaching and holds that learners construct their own knowledge, that it cannot be done for them, no matter how well-

intentioned the instructor. Constructivism stresses active, self-regulated learning, knowledge "built up through a succession of subjective experiences interpreted through individual understanding and viewpoint" (Savage and Vogel, 1993, 72). In the classics, Savage and Vogel, (1993, 72) reject training of craft as a model for higher education and look instead for 'the personal transformation which is the real goal of a college education'.

Jonassen and Reeves (1996), Noblitt (1992, 1995), Furstenberg (2001) and many others take up this theme of active construction of knowledge. In the post-modern world where information overload is already an old cliche, it is not mere facts, more data, more information, which any education needs to give learners. It is claimed the processes of making sense of data, of analysis, of active construction of meaning, of deconstruction of others' meanings, which will be of most use in the future. With second language learning also, although theorists may long have written of each learner constructing an idiosyncratic *interlanguage* (Selinger, 1972), language classrooms too often tend to be old-world, instructivist environments as criticised in Rivers (1992), Kutash (1990) Leal (1991) and Lewis (1993). The FL interactions which teachers orchestrate are the subject of considerable dissatisfaction, doubt and even angst.

Learners also come into language courses with expectations as to what constitutes FL knowledge *and how it is acquired.* Their perceptions are, in fact, the crux of this study. If the teacher believes that learners' perceptions are limited, self-limiting or clearly wrong, then movement from the learner's current knowledge and attitude to a more advantageous disposition becomes a key aspect of FL teaching. Laurillard (1993) argues that all teaching is in fact this kind of rhetorical activity. The persuasion of learners to move from comfortable but ineffective rote-learning methods requires the kind of "specific interpersonal skills" which Cotterall (1998, 70) treats in a discussion of roles in autonomous learning. Learner Training is now widely discussed (e.g. Lewis, 1993, 185).

Yet the question remains for a teacher/course designer to decide. What will be meaningful for a group of learners, perhaps young, probably insecure in the foreign language environment? Do learners want most to use the L2 to derive and convey meaningful messages? Do they want, need or aim to experience all four macroskills, interpersonal, transactional and aesthetic dimensions of language use, and many textual genres? Should the social aspects of communication be consciously focused on? Do they believe both joint and sole construction of knowledge are vital? What roles do they see for the teacher, the learning resources, the group of other learners and the individual learner in their FL education? How much focus on system,

means and form (morphology, lexicon and syntax) is required for understanding and conveying meaning?

When course designers map and model the area of human linguistic experience or knowledge in a curriculum, inevitably they must prescribe what they regard as key content and methods to be addressed. When language needs to be described schematically, so much about language that is variable according to the *intentions* of the language learner or user may be reduced to propositional and procedural knowledge. The systematicity of language - whether its syntactic structure, its practical functions, its discourse conventions or its even its great canonical literature - *dominate the interaction* between learners, teachers and texts. If learners perceive a language curricular pathway as a convenient trail of samples from which they derive and construct the wider system and may use for their own ends, then creative and autonomous learning may occur within this necessary framework. However, there is a danger that the parcelling of language knowledge into fragmented chunks and the need to 'cover the curriculum' detracts from motivated construction of knowledge by individual learners as they 'jump through the hoops' of a course. Feinman writes of institutionalised instruction in "the classroom, where learning is usually a one-way, non-stop, non-correcting flow of information whose course is set out by people who are not even present when the material is taught" (Feinman, 2001)

This sense of a curriculum as a strait jacket rather than a convenience may be countered by frequent dialogue about the goals of a course and by continuous opportunity for self-expression by learners (embedded in the context of whatever materials are the focus of learning at any point in a course). In this way, their personal purposes, experiences and communicative intentions may naturally be a part of a FL course which provides the security and the challenge of a principled framework of established knowledge (systematicity) and the autonomy to speak, write and construct knowledge according to the learning style, needs, interests and preferences of each individual (variability).

Panetta characterises foreign language approaches and methods at the beginning of the new millenium as: "Higher Education and Foreign Languages: Everyone doing their own thing" (Panetta, 1999, 7).

The heterogeneous inputs of theorists, course designers and teaching practitioners are not more important than the perspectives of learners, the presumed beneficiaries of the FL

enterprise. The second major focus of this study, then, is to explore learner perceptions of classroom methods and interaction which they believe promote growth of FL knowledge.

1.2.3 Motivation in Foreign language Learning

All learning is more than cognition applied to objective, propositional information. Many personal factors influence learning such as learners' sense of self, degree of engagement and connectedness with the subject field, their interpersonal relationships with learner peers, teachers and the FL speech community, their attitudes to the target language and how they may best acquire it, their goal setting, confidence and sense of success. In chapter 2 of this study, motivation is shown to be a complex phenomenon which encompasses personal intentionality, interpersonal interaction, and subjective experience of objective linguistic information. Expectations are elaborated as a pivotal construct in this thesis. Since this study explores FLL in a computer enhanced environment, attitudes to computer mediation are an important aspect of this third question.

1.2.4 Computer-Assisted Language Learning (CALL)

Instructional design, in the Computer Assisted Language learning (CALL) era, may include very sophisticated and expensive technology and time-consuming research and teamwork. Education has been for two decades a target of the new technologies. Expansive claims have been made about computer *interactivity* and *interactive* multimedia in the last fifteen years. The new digital media would seem to be an ideal platform for *interactive* language learning. Computer connectivity may provide the channel for a sense of connectedness to distant speech communities. Many questions arise about the function of machines in such human activities as communication and language learning. The study attempts to contribute to a theoretical framework which can encompass the personal and the interpersonal even as technological solutions are put forward to overcome past frustrations in FL teaching and learning.

Without careful scrutiny - without teachers capable of evaluating them - considerable sums of money and time may be expended on hardware and software products high on claims and short on proven benefit. Any glance at newspapers and educational journals, at the prolific growth of the Internet, at educational policy papers to do with using computers, (eg Speed, 1996, 'The Impact of Broadband Services on all levels and areas of Education and Training in Australia: an issues paper', 1996, OLTC) reinforces the certainty that computers are infusing many aspects of work, education, leisure, the fabric of culture, and that they will be crucial to national economic survival and prosperity. Exciting new educational prospects are proposed.

> A machine is a tool and a tool is a device for extending our ability to interact with the world. A multimedia machine is a new tool which opens new possibilities in our interactions with information (Savage and Vogel, 1993, 72)

However, computers can become mere 'electronic page turners' (Edwards, 1994), relegated as lower order learning devices, just as expensive human resources may be misapplied if FL teachers just help students trudge through a book, especially a grammar translation or audio-lingual tape and textbook, drilling the mechanics (Lewis, 1993, 184-5). The humanity of the teacher - the creativity, caring, spontaneity, humour, enthusiasms, particular expertise, individual understandings and values (eg Furstenberg, 2001), even the failings and limitations which feed into human interaction - is denied and interactive learning is denied. In using CALL also, interactive, cooperative learning (see further discussion in chapter 2) may be denied by the teacher and the system which inculcates certain expectations if he/she is overly concerned with covering tightly structured and structuralist course content. Successful language learning proceeds as much from attitudes and expectations as from raw method or technique.

Boston (1999, 2) writes that the "questions - which have generated six major reports sponsored by the Commonwealth government since 1995; which are about a technology which will be a cornerstone of global education delivery within not the next decade, but the next eighteen months [...] which consume billions of dollars and public and private funds – are so far from being answered, so far from closure." An OECD paper cited by Boston (1999,2) contends: "Far too little attention has been given to what learners and teachers *would actually want to do* with this technology and the kind of content the digital pipes would be filled with". Learner intentions, goals and expectations are pivotal to the success of education even when programmed software is a medium for learning. "The problem is that, however thorough and detailed the computer's record may be, it doesn't describe what the learner thinks s/he is doing" [which ...] can lead to misconceptions and suspect interpretations of results (Goodfellow and Laurillard, 1994, 20). Thus, Goodfellow and Laurillard argue the need to 'take into consideration the subjective data of the learner's approach to the task, if we wish to interpret the data we collect in terms of the learning process. [...] In CALL it is based on their perception of the task as represented by the interaction design."

These researchers caution that, 'even where we have a principled cognitive model underlying the design of the interaction, a further understanding of what the learner thinks about what s/he is trying to do is essential if we are to describe his/her learning processes '(20). Learners may work

on very different learning strategies and theories to those the program design presupposes. These issues are dealt with further in Chapter Three on research method.

In the era of the Internet, tertiary educators and learners have access to more authentic materials, "more pages then you can assimilate in a lifetime, [...] a mind-numbing expanse" (Mosaic Netscape Handbook, 1994). More than ever, teachers and learners need filters to extract matters of personal use and importance. In designing or using interactive multimedia for second language learning, there is the danger of digital detritus, of materials with novel form but unclear purpose. The student should be guided to use those screens, menus, links and buttons as "starting points designed to open the eyes to possibilities and opportunities" (Mosaic Netscape Handbook, 1994), possibly to new approaches and methods in second language learning.

This thesis premises a philosophy that regards human beings as ends in themselves. Textbooks, courses, multimedia programs and networks are not ends, merely means. For FLL purposes they should be tools to assist the learner to linguistic competence and intercultural understanding. To achieve this, CALL educators need to pique students' curiosity not just with clever text layout, sounds, images, filmclips and links but by exploring the individuality, sense of humour, enthusiasms, convictions and culture of the author(s) and prompting learners to compose genuine messages and take part in genuine communication. The convergence of technologies allows for a massive diversity of language arts, fiction or authentic, opinionated and controversial non-fiction and also visual arts, drama or music to be incorporated in FL studies. But resources are only resources. It is what the learner does with them (often at the behest of the teacher) which determines whether or not learners develop linguistic and interactive competence. It is not a new insight to point to *the interaction between the meaning embedded in a word or a text and the meaning attributed to it* by the living audience, reader or speaker. The language which mediates these things can thus be acquired when learners have motivation to react, experience, participate, create for themselves, and learn. The potential of CALL is further elaborated in chapter 2. This study then seeks the perspectives, reactions and beliefs of learners engaged in a CALL experience. It does not, therefore, make use of performance tracking on computer systems to derive quantitative information but concentrates on gathering introspective evidence of learners' understandings of CALL.

1.3 Research aim and methodology

Relatively little research on LOTE student learning in Australia actually derives from observational techniques in classrooms and from the voices of learners. There may be a certain defensiveness and insecurity about the business of LOTE teaching and a desire on the part of teachers to barricade what is going on from prying eyes.

Two publications stand out for their concern for the learner point of view. The Leal Report (1991) made extensive use of student comment to support its pronouncements that a majority of LOTE students in Australia were disenchanted with the service they received. They wanted the outcome of practical proficiency but found that other kinds of learning were foisted on them. Also, Kutash's (1990) call to the adult students of LOTEs in Australia to critically scrutinise the claims of LOTE teachers to teach 'communicatively'. He declares that too many LOTE programs simply do not deliver the goods they promise, which for him means palpable gains in active social proficiency in the target language. Between the authorities-teacher-experts and the learners there is a tension about goals, about methods and approaches, and about outcomes.

At tertiary level, the Leal (1991) and Rudd Reports (1994) point to similar problems of disjuncture between learner expectations or goals and the outcomes actually achieved in language courses. Yet in the last five years, foreign languages education - even the much vaunted Asia literacy of the decade prior - has received negligible government (and hence education heirarchy) attention (Lo Bianco, 2000).

These research questions arise from gaps identified in the literature survey (described in the following chapter) but also from the researcher's experience and problems encountered:

> What are learners' perceptions of what constitutes second language knowledge?
>
> What are learners' perceptions as to the nature and quality of the interaction they engage in when using an interactive multimedia program for second language learning (validity or effectiveness of CALL as a medium for acquiring second language competence?)
>
> How are their perceptions of motivation and connectedness to second language learning affected by the CALL environment?

A basic background question is whether Computer Assisted Language Learning provides learning experiences which satisfy the (knowledge, interaction and motivation) criteria of foreign language teachers and learners. As the educational world moves towards online distance and

open education (see, for example, "Courses on the Web" at Franklin University, and Open Learning Australia), educators need to clarify what their goals, objectives, teaching and learning approaches and criteria for evaluation are.

Whether from a marketing, logistical or humanistic perspective, educators need to know what the learners make of the new learning environment. Do FL learners know what they are about? This study borrows from anthropology the important questions: "Just what is going on here? *What do they think they are doing?"* Many other questions are entailed. Do CALL students believe they reach the objectives set for them or which they negotiate? Can CALL students build up the (macro-)skills and the communicative competence which they expect in a face-to-face classroom or even via in-country study? Can the choices (to pace oneself, to navigate for oneself around the program), the huge diversity of information in visual, graphic and audio formats, and the motivation that many computer-based programs supposedly generate, provide an appropriate and effective language learning experience for some or all students? FL professionals need to know what learners think of the success or failure, strengths and weaknesses, of CALL and the face-to-face classroom?

A central aim of this study is to deconstruct or unpack student perceptions of interaction in a computer-enhanced language learning environment. This implies an examination of what they believe they are pursuing, what kind of knowledge they interact to gain or to construct. Also, what expectations and motivations and anxieties influence their various interactions and thus the knowledge they acquire or construct? This study aims also to investigate learner beliefs about teacher roles (Cotterall, 1995 and 1999). While educationists happily attribute to teachers epithets such as facilitator, mentor, coach, model, curriculum designer, provider of input and feedback, evaluator, what do learners actually *expect* of their language teachers?

For CALL to be pedagogically not technologically based, its designers must be *critical*, that is aware of the *critical* features of SLA and CAL, employing the kind of qualitative educational *criticism* advocated by Eisner (1980) to evaluate new products which lay claim on student attention. It is clear that education must lead, not be coerced into, enhancing the quality of learning through technology. But it is precisely the question of quality which is hard to define: what is quality second language learning? What do learners, the end-users of educational technology, believe?

This study valorises learner perspectives on the issue of *quality second language learning* as a crucial factor in shaping the IMM materials designed for their language education. For this

reason, qualitative research methods are favoured (as elaborated in Chapter 3) in this study to elicit learners' "inside views" on the quality - and qualities - of computer mediated language learning. As Cotterall, a researcher into autonomy in language learning (1999) concludes: "Studies need to probe the metacognitive knowledge on which strategic behaviour depends."

Boston (1999,7) criticises the new digital publication world, for how "audiences are poorly thought through, and educational functions are loosely conceived." The findings of the present study will describe and analyse the audience and the functions Communications and Information Technology (CIT) may play in foreign languages education, in terms of motivation for continued language study, qualitatively different interactional possibilities, quality of language performance or proficiency levels. The extent to which the findings of this study may be transferable is discussed in chapter 3.

Data is initially gathered by a form of ethnographic enquiry, using techniques of participant observation, recorded in field notes and research memos, and interviews. These initial results inform the items on an open-ended questionnaire given to participants at the end of the study period. The "insider views" of the learners in the study site are the central concern of the study and the primary source of data. The data are then exposed to interpretive analysis. Significant themes are induced from the data and discussed in light of the conceptual framework elaborated in chapter 2. Methodology is explained in depth in chapter 3.

1.4 Ethical considerations

The principal study reported here took advantage of an Indonesian language course being offered at an Australian university in which all students were required as a regular part of the course to use the CALL materials. All were invited to take part voluntarily in evaluative feedback such as informal discussions, email feedback, a focus group, and in-depth interviews. A crucial data gathering instrument, the questionnaire, was completed entirely on a voluntary and anonymous basis and all participants were asked to sign an informed consent form (see Appendix 1) for their input to be published anonymously. Since this study focuses strongly on personal and interpersonal factors in FLL and CALL, it is important not only to respect the anonymity of the participants but to acknowledge that contentious readings of their opinions or incorrect reporting are possible. The researcher acknowledges and explains a particular value orientation in this qualitative study which naturally affects interpretation of results. Any misinterpretation should be attributed to the researcher alone.

1.5 Significance of the research

Teachers and researchers are in contact with learners and their conceptualisations of FL knowledge on a daily basis but these understandings are too rarely represented in the educational literature. This study seeks to fill that ethnographic and interpretive gap in the FL research literature, to make a virtue of substantial, direct quotation of learners' introspective voices and depiction of in-class interaction. This is a significant methodological innovation called for by Blin (1999) and Warschauer (2000) among others.

The research also has practical significance in that, just as CALL is entering a third and more mature phase (Warschauer, 2000) , FL study in Australia is yet again going through a bleak period of government neglect and downturn in popularity (see chapter 2, section 1). At a point in history when globalisation brings great dangers and opportunities, intercultural understanding and cross-cultural communication skills will be crucial to Australia's well-being. Globalisation of education through online distance, flexible and open education means educators need to clarify their goals, objectives, teaching and learning approaches and criteria for evaluation. Whether from a marketing, logistical or humanistic perspective, they need to know what the learners make of the new learning environment. This study's three overarching questions - about learners' perceptions of foreign language knowledge, the nature and quality of the interaction they engage in when using an interactive multimedia program for FL learning and how their perceptions of motivation and connectedness to second language learning are affected by the CALL environment – are of direct practical significance for Australian FL education.

Bernhardt (1999) refers to the foreign language profession "having been once burned by technology" in the failed audiolingual language laboratory experience. Despite the resultant healthy scepticism, video, digitized materials and computer-based labs have emerged prompted by the immediacy of the global experience brought on by the internet, and the efficiency and convenience of multiple off-the-shelf word processing programs in most languages (Jung, 1990, 33). Empirical descriptions from the field are of great practical utility.

The theoretical significance of this study lies in its central aim to analyse learners' perceptions of interaction in a computer-enhanced language learning environment. This implies an interpretive examination of what they believe they are pursuing, what kind of knowledge they interact to gain or to construct. Also, what expectations, motivations and anxieties influence their various interactions and thus the knowledge they construct. Bernhardt (1999,10) writes that there is

virtually no research - or experiential base - available from which to understand the impact of these technologies or to process their relationship to the development of language proficiency. Because of their newness and yet pervasiveness, evaluative research on how learners may take advantage of Communications and Information Technologies (CIT's) lags behind technological innovation. "Much more needs to be known about its effect on students and on their learning styles. Attention need also to be given to ethical questions and the potential for long term changes to individuals and to society itself" (McBeath, 1996). The nature of these changes, how CIT's affect Second Language Acquisition (SLA) and FLL, are questions worthy of careful qualitative investigation leading to better informed theories.

This research investigates the most current of topics, one which produces millenarian hopes and anxieties in teachers, learners and planners alike. It looks - from both theoretical and practical perspectives - at how the computer mediated or enhanced learning environment affects second language knowledge construction, interactions and sense of engagement or motivation. In the face of new learning technologies, many educators are attempting to come to terms with a medium which seems to take over many of their old roles. Teachers need evolving educational theories with the power to explain the why, what and how of education in the digital age. Many theorists believe constructivism is such a theory and it is vigorously debated at the many educational technology conferences and in learned journals. In Second Language Acquisition studies, the interlanguage and interactionist hypotheses have features in common with constructivism (see in chapter 2). Thus, the problem identified by this study has not just theoretical currency and validity (impact on ideas) in SLA/FLL but also practical value and usability (impact on practice) in FL pedagogy.

This study sits at an important intersection of two currents in Australian history: the pervasion of society and education by computer technology, and the imperative for Australia to improve its performance in FL (or LOTE) education. This research is concerned with learners' knowledge and how they come to know other languages, exploring what learners and teachers do, could do and *actually want to do* with this technology in foreign language education. This research is grounded not just in theoretical models but in understandings based on the lived experience, intentionality and perceptions of the individual learners navigating those currents.

"Not only should educators weigh carefully the philosophy which takes on board wholesale use of computers as a medium of instruction, but every claim or expectation made for CALL should be subject to careful trialling and verification" (Baldurssen, 1990). The question of verification of claims lies at the heart of this study. Researchers, theorists and educators devise theories,

assumptions and practices of learning - which we might call the master narrative of education - but the voices of learners, even when the narrators call their system 'learner centred' or 'autonomy oriented', may not be heard outside closeted classrooms. This study clearly declares certain presuppositions about computer assisted language learning and asks the research participants 'is it the case?' (after Underwood, 1984, 96). The significance derives from its practical utility to the ongoing design process and possible transferability to other settings depending on the needs of the actors in those settings. However, informed by theories from SLA, FL pedagogy and qualitative research, this study is not simply a Research and Development (R&D) report. It speaks to educational theory which must always based in practice, course design and delivery, and in learning processes and outcomes. This study contributes a usable and evolving web-based CALL product which can act as data generation instrument in this qualitative design but also be of use in undergraduate degree programs.

1.6 Scope and limitations of the research

This study focuses on learner conceptions of foreign language learning (FLL) and Computer Assisted Language Learning (CALL) with considerable reference to conceptions of teachers and researchers in the international literature. The study does not delve into the politics of curriculum change or language policy formulation and implemention. Nor does it explore the technical aspects of multimedia production or use in detail. It refers to sub-disciplines of linguistics such as grammar, semantics or discourse studies as relevant but does not enter into their internal polemics. Although Indonesian language was the foreign language of this study, that language *per se* is not an Object of this study and is only referred to as participants nominate.

As a qualitative study, this research will not propose a hypothesis for testing or falsification. As further discussed in chapter 3, interpretive research aims to explore key questions and propose explanations based on empirical data but does not claim generalisability to theory or whole populations. Transferability to other sites is contingent on similarity of site conditions and participant characteristics.

1.7 Summary and overview of the thesis

This background chapter has situated the study with a brief review of the state of Foreign Language Learning (FLL) in Australia and other English-dominant countries, teaching learning approaches across the last half century and the advent of the new Communications and

Information Technologies (CIT's). The significance of this research into learner perspectives, assumptions and expectations when computers mediate teaching and learning has been explained. The central aim of this qualitative study is to establish and analyse a base of learner perspectives on the nature of FL knowledge, interactions and motivations in a CALL environment. Interpretations of the results contribute to CALL theory, design and evaluation.

Chapter 2 provides a review of relevant international literature presented under the three overarching themes of FL knowledge, interaction and motivation before concluding with CALL literature.

Chapter 3 outlines and justifies the ethnographic and interpretive research design chosen for this study. Limitations of the research are considered.

Chapter 4 details the data gathering instruments and processes, the study site and provides an ethnographic depiction of the study population.

Chapter 5 reports and interprets the results derived from learner responses in interviews, journal/logbook entries and interviews, and researcher field notes.

Chapter 6 presents discussion of the implications and significance of the results in light of current theory and professional practice. Unexpected findings are also presented. Conclusions are proposed and recommendations made for further research.

Chapter 2 Literature Review

2.1 The Australian FL landscape

At the outset, it is important to depict the background of foreign language teaching and learning in Australia, often referred to as Languages Other Than English or LOTE studies at pre-tertiary school level. The Australian FL/LOTE scene shares many challenges in common with Modern Foreign Languages (MFL) in Britain and FL in the USA as reflected in international research and reports cited in this study.

Foreign language teaching in Australia has experienced 'decades of decline' with occasional resurgences sponsored by Commonwealth Government patronage[1] and latterly to some of the State governments (Crawford, 1995). Major official reviews and policy and curriculum documents have influenced policy and practice over the past two decades.[2] The position, achievements and shortcomings of school and university language departments are scrutinised and programmes occasionally abolished. Professional associations and scholars contribute to debate via journals, newsletters, books and conferences. This policy and scholarly literature makes clear that the teaching of languages in Australia is:

- still the subject of debate with regard to its popularity, usefulness, goals, and the most appropriate teaching/learning approaches
- motivated by high-minded ideals and aims which are often unfulfilled despite intensive policy deliberation and planning as well as scholarly research. Both in numerical terms (enrolments, see Appendix A) and in terms of quality of outcome, FL/LOTE teaching is still considered to fall short of the nation's cultural and economic needs
- undertaken for prolonged periods by comparatively few Australians
- unavailable to many Australians while - anomalously - a greater number of languages are offered than in any other country

- entails expectations of practical proficiency or rapid fluency by students which are often disappointed (Leal, 1991; Kutash, 1991; McQueen and Brown, 1992; Lo Bianco, 1987; Lo Bianco, 1991; Leal, 1990; Ingram, 1993, 5-17).

Teachers are continually exhorted to revamp their methods, to be communicative in their approach, to implement this or that latest finding or fad, to keep hope alive in the face of depressing dropout statistics. An incentive program for senior secondary students of LOTE was commissioned by DEET "to encourage continued participation in LOTE in upper secondary levels and to reward achievement" (McQueen and Brown, 1992, iv). It proposed a testing, certification and bursary scheme to overcome the marginalisation of LOTE, "perceived as a useful skill for the nation, it is nevertheless largely perceived as being of minor value to the needs of the individual." The very targets set by national policies - 15% of all Year 12 population by the year 2004 (Rudd, 1994) - reflect how modest are the hopes of FL policy makers in this society. The majority language, English, and the distance from target language communities, compounded by many other cultural, economic and political factors, mitigate against a large proportion of Australians studying foreign languages for a prolonged period and to a high standard of proficiency. Primary school LOTE learning and immersion programs are attempts to raise the effectiveness of instruction and community appreciation of LOTE.

Literature both popular and scholarly shows that the Australian society does not strongly endorse foreign language study (e.g. Armitage and Gough, 1999, 15; Romaniw, 2000). Students do not expect to study a language as a normal, ongoing part of their school career. Crawford (1995, 22) contends "there is a belief that foreign languages are essentially unlearnable for normal people." Those who opt for continued language study beyond one or two years in high school are often disappointed that their *expectations* of practical, social competence in the language are not satisfied.

Australia is not alone in this "contemporary dichotomy between language as a burden and language as an advantage" (Gilman, 1999). Other English dominant countries with significant migrant populations face similar conflicts: immigrants wishing to shed bilingualism and move as quickly as possible from their first language to English so they can mainstream. On the other hand, elites see second languages as possibly enhancing their earning potential, "a role at the top of the new global economy" (Gilman, 1999). The same "double standards of esteem" are examined by Lo Bianco (1999) with the language of instruction seen as both a desirable elite skill if it is a target foreign language and yet a minority problem if it is a background mother tongue.

In "Foreign language education: if 'scandalous' in the 20th century, what will it be in the 21st century?" Panetta (1999) reports individual school districts which implement or eliminate - usually due to budget constraints - programs without research and program assessment. In Australia too, local school and university administrators, business and political leaders, and parts of the community still espouse parochial or even xenophobic attitudes (Armitage and Gough, 1999, 15). This seems absurd in a country dependent on trade in the era of globalisation. Relationships between language learning and cultural appreciation as well as higher order thinking skills, are ignored in favor of "faster" or "cheaper" options (Panetta, 1999).

Panetta's picture of a disjointed patchwork of school foreign language courses - with dismal enrolment and drop off statistics - poorly articulated with university offerings closely parallels the Australian and British LOTE scenes (Lo Bianco, 2000,1,6-8; Romaniw, 2000). A tremendous amount of energy is dissipated "overwhelmingly on the lower order skills. [...] Few would argue that such a limited amount of foreign language education takes learners to a level of competency that enables them to use the language as a vehicle for communication" (Panetta, 1999, 6-7).

Thus, students attempting foreign language study at universities in Australia, Britain and the USA, are often beginners in the target language with the knowledge that their community does not give wholesale approbation. They perhaps expect it to be hard and/or boring and that to drop out is no uncommon thing. Armstrong (1992) is one Australian FL academic frankly disillusioned with Australian tertiary students' disinclination to put in effort. She sees them as more concerned with good marks than in gaining depth of knowledge of the target language and culture. Panetta uses certain words central to this study and all that he says applies equally to Australia.

> Perhaps at the heart of the problem is the fact that most American adults do not expect to use a foreign language, or, if they do, the time commitments required to achieve and retain a high level of skill, weighed against expected use, do not favour language learning in school. Given the widespread perception in the United States, reinforced daily by innumerable personnel officers in the hiring marketplace, that foreign language skills are not of great utility, the motivation for foreign language learning will remain weak.

The crucial words for this study are *perceptions, expectations and motivation.* For the whole foreign language project to attain its goals, work must continue and improve on two fronts:

1. promotion and consciousness raising outside classrooms, in the community, among political and educational decision makers - a complex and daunting task.

2. in classroom interaction, the pursuit of excellence, quality, effectiveness and fulfillment in language learning. This is perhaps even more complex and daunting.

This study represents an attempt to contribute on the latter front. In classrooms, teachers produce and/or follow curricula and syllabuses which purport to realize goals, often abstracted, often influenced by theoretical research. The degree of learner awareness of the purpose of each unit, lesson, activity or task, at the particular time and in the long run, is open to question

(see Swain et al, 1999, who advocate explicit strategy awareness and training). Foreign language educators need to feel certain that the resources and interactions are motivational, of sound quality (effectively lead to satisfying levels of competency/proficiency), that programs *meet the expectations of learners and take their perceptions into account.* For those perceptions dictate whether any individual continues with the study at all. Grounded in the experience and perceptions of individual learners, this observational study looks beyond generalised SLA or FLL theory to interpret this paradox of FL skills, useful for the nation but largely perceived by individuals as being unlearnable and of minor value (Crawford, 1995).

In the next section, the study examines what is meant by *foreign language knowledge.*

2.2.1 Introduction to literature review

The purpose of this chapter is to review the literature of the several fields relevant to foreign language teaching and learning (FLT/FLL) and Computer Assisted Language Learning (CALL). CALL has grown out of disparate antecedent disciplines areas such as Computer Assisted Instruction (CAI). This literature review situates the research primarily in Foreign Language Learning (FLL) and Foreign Language Teaching (FLT). Australian citations often refer to Languages Other Than English (LOTE) pedagogy and in Britain a common term for the discipline is Modern Foreign Languages (MFL). However reference must also be made to Second Language Acquisition (SLA) Theory, which is sometimes seen as dissociated from Foreign Language Learning (see Van Patten and Lee, 1990). General educational, curriculum and learning theory exert their influence.

These fields converge in Computer Assisted Language Learning (CALL). This literature survey government agency reports, scholarly books and articles on topics such as interactive multimedia packages, the use of electronic mail and distributed environments such as the World Wide Web for languages and other learning, database resources, and 'lower level' uses of computers in language classrooms. An analysis will be attempted of the theoretical justifications for, and practical application of, CALL resources in the regular FL classroom. The review refers to a range of interactive multimedia programs created, for example, by the National Teaching Development Projects for Languages Other Than English (LOTE) and English as a Second Language (ESL) funded by the Committee for the Advancement of University Teaching (CAUT) in Australia. This chapter summarises the international literature on FL knowledge, interaction, motivation and CALL and demonstrates that research into

learner perspectives is a serious gap in the literature. All of section 2.1 explores understandings of FL knowledge in the professional literature.

2.2.2 Second Language Acquisition (SLA) and Foreign Language Learning (FLL)

The phenomena of natural human languages, their acquisition, learning and use are often viewed from three theoretical perspectives, which focus on:

1. the communicative interaction going on, the object of sociolinguistics;

2. the cognitive processing of the code by the users, the object of psycholinguistics

3. the language code system itself, the object of basic linguistics and semiotics

Applied Linguistics draws on all three of these areas as it explores, *inter alia*, institutionalised language learning. As introduced in section 1.4, FL pedagogy has developed over the twentieth century through evolving theoretical shifts and practical approaches, having "lost its way amid the violent oscillations in fashions of language pedagogy", the pull of instrumentality, a search for a once-and-for-all panacea, latterly via computerisation and the near-total absence of funding for applied linguistics research into a rigorous theoretical unity (Lodge, 2000, 112, 122). Yet even a theoretical unity (a tightly defined explanation of all that constitutes FL knowledge) provided by a positivist, psycholinguistic SLA agenda may not provide a workable teaching/learning practice for the immense diversity of contexts, teachers and learners engaged in FL learning. Kohonen et al (2001, 19-20), in fact, contend that centralised curricula and *standardised* materials derived from administrators and linguistics researchers can disempower classroom teachers and undermine their professional status and autonomy (see also Ingram, 2001; Scarino, 2001; McKay, 2001 in BABEL). The FL teaching profession is assailed by many divergent expert views of what FL knowledge is and how it is best acquired.

Claire Kramsch's (1993) landmark book, *Context and Culture in Language Teaching,* seeks to reconcile the dichotomised thinking created by the ebb and flow of educational philosophies and methodologies, the swings between opposite extremes. It 'takes particular meanings, contextual difference and learner variability as its core.' (Kramsch, 1993, 2). Teachers know well the variability inherent in the educational context and the impossibility of capturing this variability in any methodical way, writes Kramsch (1993, 2). They either compensate in enthusiasm and personal commitment to a new method what they lose in global understanding; or they minimise the conflict between knowledge definitions, methods, styles, and goals, and settle for the so-called 'eclectic' middle ground.

Kramsch (1993,3) echoes Larsen-Freeman's call for a theory of language teaching to help

teachers 'find their way out of the conflicting recommendations they receive from second language acquisition (SLA) research'. In chapter one of this thesis, the many 'attractive but ultimately reductionist dichotomies' to which Kramsch refers were noted. Kramsch argues the need to reformulating the questions within a larger intercultural framework (see further in section 2.3).

In a society too indifferent to FL study (Lo Bianco, 2000, 1), FL teachers are in a morass of theoretical uncertainty, practical futility or expedient compromise while institutions demand structure, effectiveness, "quality" and viable enrolment figures. If Kramsch (1993,2) is right to insist that "particular meanings, contextual difference and learner variability" are as important as generalising linguistic theory, then what learners of FL expect, want, need, and conjecture that they need to know, become important. Learners' perspectives on knowledge and methods are a determining factor in the success of the whole FL enterprise.

2.2.3 Epistemic beliefs: attitudes to knowledge

Epistemic beliefs are 'general assumptions held by the learner about the nature of learning and knowledge' (Jacobson, Maouri, Mishra and Kolar, 1996, 246). According to these researchers, epistemic beliefs constitute an independent factor from verbal and general academic ability. Their study into hypertext finds that "the types of belief students hold about the nature of learning and the structure of knowledge can influence how well they learn for near and far transfer" (Jacobson et al, 267).

Epistemic beliefs in language learning comprise at least two types: the learners' metalinguistic beliefs about what LOTE knowledge is (e.g. a set of grammar rules to be applied, words by the tens of thousands, lexical phrases, semantic webs, functional and pragmatic skills, the vehicle of culture, a series of topics, etc) and their thoughts about their own thinking processes (metacognitive knowledge), learning processes and language using processes.

Tittle (1999) draws on Reasoned Action Theory to differentiate beliefs ("a bit of trusted knowledge held by an individual (whether it is true is irrelevant)" from attitudes ("value judgement or positive/negative valence associated with the object of the belief").

Learners may hold as diverse a range of language beliefs and attitudes as the scholars and teaching practitioners referred to in section 1.4. Teachers and researchers hold a wide range of language attitudes informed by their learning background, their individual personalities and life experiences, their professional socialisation (Jansen, 1983) and reading, the intellectual or methodological trends of the moment. Some teachers may be firmly convinced that clear and

timely, traditional grammar explanation is the lynchpin of linguistic competence. For example, Storch (1994, 153) cites Larsen-Freeman and Long's "overwhelming evidence for grammar instruction having a facilitative effect on the rate of second language acquisition". Others are ambivalent (Ellis, 1990) while yet others may consider unremitting, interactive pairwork to be the most appropriate solution (e.g. Kutash, 1990; Reeve et al, 1994), leaving the grammar system to be acquired not learned. The twentieth century has seen continuous debate in FL pedagogy about epistemological ends and methodological means (Rowlinson, 1985; Richards and Rodgers, 1986; Kramsch, 1993) which sometimes seems fruitful and progressing towards improvement and sometimes frustrates the teacher with its revisitation of old themes with new labels.

In a careful curriculum, the teacher's and/or course designer's view of what constitute worthwhile and achievable second language knowledge determines the goals they set in a course. The Schools Examinations Boards, the University Quality Assurance Committee, "the teacher or course designer is here making value judgements about what is or should be important, useful and interesting to the learner" (Rowlinson, 1985, 13). This knowledge about content knowledge mixes with their beliefs about learners and learning in the methods advocated for the classroom.

In turn, students' views of what constitutes second language knowledge determines how they accept the goals set for a course. Their beliefs about themselves as learners and as language learners affect their reactions to the knowledge proposed and the methods implemented in the classroom. Clearly, with adult learners in voluntary courses (unlike 'language requirement' courses in the USA or armed services courses in Australia and elsewhere), explicit enunciation of the course designers' goals and approach, and negotiation with learners, is more likely to produce a cooperative classroom environment than an authoritarian, 'just do it' approach. "Negotiation means bringing together the experiences and the intentions of the participants into a shared learning intent that is carried out and evaluated" (Kohonin, 2001, 45). There are, of course, gradations of teacher-direction and learner autonomy. Besides being more appropriate to education in a democratic society, education which at all levels encourages (does not necessarily expect) increasing learner autonomy, self-direction and analysis of ends and means in learning, is more appropriate to an information rich age when the ability to find, sift and prioritise copious amounts of data in multiple media is so valued.

The Information Age inherits from the past a common communicative structure or platform, i.e. a language. Another is a social structure, i.e. the ongoing continuous realisation of all the decisions made across the life history of the society. If education involves the joint, social and

ongoing construction of knowledge (Sengupta, 2001, 1) - whether formal, institutionalised and ritualised, or informal, incidental and experiential - there exists a perpetual tension between accepting the decisions and structures bequeathed by the past and conscious control over human evolution in the present. In education, this tension manifests as the need for learning established knowledge and systems (via training, rote learning, exposure to canonical knowledge, epistemic socialisation) against the construction - individually and collaboratively - of new knowledge for oneself and for new social environments and challenges (Jonassen, Peck and Wilson, 1999). The latter fosters the flexibility needed for survival in a society exposed to incessant, rapid change; yet education without a basis of 'established facts' could be superficial, rootless and divorced from values.

In L2 teaching and learning, there is also a tension between the established knowledge of teachers (much of it past-oriented) and the ever-evolving needs and individuality of new learners. There is also the pressure of learner expectations, which even if sometimes quite conservative, even erroneous and inexpert in the view of the teacher, need to be engaged with and considered by teachers if they embrace values of democratic, learner-centred and effective education, rather than mere training (Kohonen et al, 2001, 11-20). Schwarzer (2001, 54) argues that "when teachers view misconceptions as sources of change, students grow cognitively in an environment that allows them to view failure and success as learning experiences." (This accords with SLA research which endorses the value of implicit negative feedback in a teacher's recasting response to the malformed FL utterance of a learner. The learner is respected and engaged in real communication but also given a more acceptable model of the TL utterance.) Schwarzer (2001, 54) emphasizes the need for *a developmental perspective* in which errors, mistakes and miscues are a natural part of interlanguage growth and risk-taking is a comfortable norm. Kohonin (2001, 45) also writes of language learning as a long and demanding "personal journey" which naturally requires adjustments under way.

2.2.4 A learner's epistemology of Foreign Language

When learning another language, since the 1960's at least, the criterion of *usefulness for daily interaction* has dominated FL theorising (Kohonen, 2001, 29), often based on arguments about function, relevance and motivation. The older Grammar Translation Method (GTM) and Audio-Lingual Method (ALM) were discredited as foisting an artificial, formalist language or abstract conceptualisation (Kohonen, 2001, 29) on students who preferred an orientation towards contemporary, "real life" interaction (Marriot, 1990). Languages research is still in the throes of this unresolved question. If academics simply teach "the language of the street" at

university, what makes it academically respectable? Do they know how to do it properly, in any case?

The communicative turn led theorists to study - and teachers and learners to focus on - what humans *do* with language from which flow the various functionalist emphases of the "notional-functional" courses through to Hallidayan Systemic Functional Linguistics. This is the instrumentalism bemoaned by Lodge (2000) but privileged by its proponents as being language teaching that deals with 'real life', acquiring and using natural language for real purposes. The intercultural and experiential theorists claim to be taking this further still: they base their strategies on real people (the learners), their real lives and the real world of Others outside the shell of their mother tongue and culture (Kohonen, 2001, 66-7).

So, academic teachers of FL face yet another epistemological dichotomy. Should the FL knowledge they offer their students be drawn from the mundane use of language for normal intentional life, the "lived experience" of culture, daily life, embodied and engendered existence, that language which is known by its speakers via apprehension (Kohonen, 2001) or first order perception (Laurillard, 1993)? Or should they raise their students into the 'second order' world of academic description of language in which the more enduring or "established" features of language, e.g. grammar, phonology, semantics, discourse conventions (and the underlying structures of societies, political systems, economies and physical reality as described by anthropologists, sociologists, political scientists and scientists)? The latter kind of knowledge is known via comprehension (Kohonen, 2001) or conceptualisation (Laurillard, 1993). This dichotomy is reflected in the familiar, old FL polemic known as the fluency - accuracy debate. Oral fluency would be attained by more naturalistic, interactive and experiential learning methods; accuracy by more reflective and text-based approaches.

The new paradigm proposed by, for example, Kohonen (2001,29), Kramsch (1993), Furstenberg (2000) and Schwarzer (2001) seeks to bypass old schisms and pursue intercultural competence through an experiential, holistic and constructivist approach to language learning that valorises transformation of the individual and the growth of learner autonomy. Kohonen advocates an integrated and balanced view of the different learning orientations in experiential learning, not de-emphasizing the importance of reflective observation in language learning.

What awareness of language knowledge do learners have? When students enrol as novices in a tertiary FL course, they are far from being novices in native language use, or in learning. As far as foreign languages are concerned, they may come from a non-academic background; it is a common complaint that many Australian students do not know the simplest grammatical terms

any more. Yet they come into classes with goals, expectations, perceptions, background knowledge and experiences of all sorts. Australian FL academics have the choice to take the intellectual high ground and simply pressure students into a preconceived plan of action ("take it or leave it"). It may be an excellent plan, learning ensues, students feel may secure and satisfied. It may be boring, demanding, contrary to what was expected or hoped for, enrolments dwindle, language departments feel unappreciated by their paymasters and their community. Academics can also negotiate with learners, look for their purposes and intentions in studying a FL and help them to exploit their own experiential knowledge, broaden their self-awareness and communicative competencies (Kohonen et al, 2001). This assumes that individual learners develop their own cognitive-maps and their own experience with foreign languages study through social interaction as much as through academic study. Perhaps the new FL paradigm will be marked most by respect for the knowledge of individual learners and thus for the Other in an intercultural sense.

2.2.5 Beliefs and conceptions - other studies

Barcelos (2000), investigating the relationship between teachers' and students' language learning beliefs found

previous studies had suggested that teachers may influence students' beliefs and that a mismatch between their beliefs can be harmful to students' learning and to teachers' implementation of new methodologies. The problem is that most of the studies have looked only at teachers' influence on students' beliefs, and not vice-versa. In addition, they *decontextualize language learning beliefs by not considering beliefs as grounded in students' and teachers' actions and experience.*

Based on Dewey's (1938) concept of experience, Barcelos argues that beliefs are context- and experience-based, part of the culture of the classroom, and intrinsically related to learning and identity. With a conceptualisation very similar to Kohonin's (2001), Barcelos' results indicated a conflict of beliefs between teachers and students about teacher and learner roles, the content of classes and placement levels. Contrary to teachers' beliefs, students seemed to view teachers as other than facilitators. The mismatch brought frustration and unhappiness to students, made them doubt the credibility of the institution and of their teachers, and made their initial beliefs stronger. Beliefs were their way of co-constructing their identities as learners in an ESL environment and in a new language classroom with their teachers and classmates. Another significant finding referred to teachers' interpretations of students' beliefs which influenced their practice by making them counteract students' beliefs or compromise their beliefs to attend to

students' beliefs. Barcelos (2000) advocates that language teaching education programs should provide teachers with opportunities to examine their own beliefs, help them deal with a belief mismatch and *negotiate their expectations with students' language learning beliefs.*

Barcelos underscores the importance of beliefs about language, about roles as teacher and learner of a language, as a part of FL epistemology. In their quest for language knowledge - and learners may be far from certain what that means - they look to teachers to be *knowing.* This question of the mediation of knowledge by teachers, peers and others, and by computers, is important in this study. New data on FL learners' conceptions on this issue, whether fixed or flexible, or generalisable, will be elicited.

Miller and Ginsberg (in Freed, 1995) investigated student conceptions of language learning with a group of US students in Russia. They found that students hold tenaciously to a view of language as words and rules for tacking words together, acquisition is getting it right or wrong, and the mind is a container. More will be better. Based on Miller and Ginsberg's allusions to the need for "interpretation of strings of words", for functional communication and purposes, cultural appropriacy, it seems language learners need to:

- be alerted from the outset that language is malleable, flexible, meant for creativity and myriad purposes as well as having a base of secure systematicity and acceptability

- be aware from an early stage that all languages have registers and dialects as well as an approved official version

- be encouraged to practise interaction outside the class, in pairwork or groupwork, and in in-class drama such that the achievement of communicative purposes is as important as mastering correct form

This is very reminiscent of Kohonen's insistence that "tolerance for ambiguity is necessary in foreign language learning which is bound to involve unpredictability and novelty because of the new linguistic and cultural system" (Kohonen, 2001, 38). With such a view of language knowledge, it is clear that autonomy, respect for student perspectives and the use of CIT's does not mean language teachers have a lesser role. They have a vital role as metalinguistic awareness raisers, as strategy counsellors, organisers and facilitators. Research into learner perspectives improves understanding of what they need of teachers – beyond merely being a "content expert" - in a new educational partnership. Questions remain such as "What needs facilitating?" "How?" A positivist research paradigm, or teaching method, which seeks certainty and prescription may well be inadequate if used alone. Kohonen (and writers like

Kramsch and Furstenberg referred to in Chapter 1) aver that all we can be certain of in post-industrial education, there will not be one standard answer, recipe or panacea for all, for all time but rather a need for perpetual negotiation, dialogue and enquiry. Our understanding of what language is impacts on how we approach it.

2.2.6 The phenomenon of language - outside and objective, or internal and infinitely variable?

The characteristics of languages, spoken and written, of various literary genres and functional genres, of the sentence and discursive grammar of a language have been elaborated in infinitesimal detail. Halliday (1975, 1985) proposed that we can specify these genres, or registers, by their field (situation), mode (oral-aural or in writing) and tenor (the roles language users assume). We may gain the impression language *code* itself is an objective phenomenon - external to its users - which can be measured, described, analysed as can the minerals in a rock (Lehtovaara, 2001, 145). The use of language for *communication* by competent speakers and writers can be categorised in many different ways by sociolinguists. The acquisition of this complex, distinctly human skill set, is also the object of intensive investigation, as is Second Language Acquisition, early or late, in naturalistic or instructed formal settings. It has been shown convincingly that human beings acquire the morphosyntactic elements of a language in a regular, predictable sequence. There is a 'natural order' of acquisition which external input seems not to disturb except in very abnormal circumstances (Ellis, 1985, 278). There is still great variety in rate of development and level of proficiency achieved. Chomsky and followers have proposed a Language Acquisition Device (LAD) in each human brain and a Universal Grammar which facilitates its acquisition of the particular language of its environment.

The Systemic Functional Linguists, especially those interested in *genre*, maintain that language is used in certain clearly understood genres, the rituals of which are explicitly and implicitly learned and understood by interactants. If so much of natural language itself, its acquisition or learning, and its deployment can be described, specified, categorised in a sort of inexorable *Language Genome Project*, this may induce a sense of language as an entirely rational and predictable phenomenon, and language learning as something orderly and regular. To employ computers as language learning tools therefore could be seen as appropriate: machines teaching mechanistic functions, technology mediating the technical system of language. Valid and comprehensive language testing seems possible.

However, Chomsky is not alone in seeing the use and spontaneous generation of new language by individuals as stunning in its creativity. Long (1990, 11) sees language as the interaction of

systematicity and variability. For every rigidity or concrete property of language and its use, equally there is fluidity, elasticity, room to manoeuvre in expression and communication. There is almost always choice as much as ritual and formula, always degrees of appropriateness, shades of meaning, the influence of extra-linguistic factors such as motivation, emotion and purpose. Language testing can be seen to be at best a random sampling of the salient features of the forms, themes, genres, topics, works or textbooks of a language course or of an individual's demonstrable competence, according to specified criteria, at a point in time.

A FL learner's interlanguage consists of

- propositional knowledge which includes words, expressions, grammatical acceptability and meta-linguistic knowledge (knowledge about the code itself), as well as sociocultural knowledge
- processual knowledge (knowledge about conversational rules, performance and pragmatics)
- meta-cognition (knowledge/awareness about how one is processing input and producing output)

The power of language - and the difficulty for teachers - is that it is both an internalised language schema, a hugely complex mind map, and simultaneously a skill utilised in the external world. Agre (1997) refers to " the dual nature of language: as both autonomous formal system and medium of social action, as a product of social processes and a resource for the reproduction and transformation of culture". Long (1990, 70) makes a distinction between the "strong cognitive contribution" of a L2 learner and "environmental variables" which prompts his belief that an "interactionist theory" is necessary to explain SLA. The ongoing performative accomplishment or active proficiency relies on the speaker/writer being able to invoke their mental/linguistic competence instantaneously and automatically in interaction with other actors in the social world. The complexity of this everyday human performance is daunting to researchers, teachers and learners. Language defies attempts to pin it down and requires multiple paradigms to encompass all that it is. If theoretically oriented studies are virtually limitless (Lo Bianco, Bryant, Baldauf, 1997), it is because language, the uses humans put it to, the experience it mediates, are also virtually limitless. Does this mean for foreign language learning (in formal settings in Australian tertiary institutions) the possible ways of knowing and learning a foreign language are also virtually limitless? Does the extraordinary flexibility of language and its uses - not to mention of its human creators and learners - annihilate the hope of an integrated discipline of MFL (Lodge, 2000) and, incidentally, defeat

the promise of networked multimedia computers to provide better tools for language learning than ever before? (We focus on Computer Assisted Language Learning later in section 2.4).

It is incontestable that language has to be structured to be shared and used. A foreign language must be modelled and sampled to be taught, learned and to be tested. These assumptions may lead to transmission, a didacticism which overly promotes lower order, technical language skills. From Krashen to Kohonen, it has been asserted that language must also be *personally experienced* to be acquired. Proponents of the Lexical Approach, for example, now question whether limited samples of word vocabulary and sentence-level grammar rules could ever lead to language competence (Lewis, 1993).

2.2.7 Epistemology of foreign language - conclusion

Expert views of what language knowledge is - despite a century of modern linguistics - are full of contradictions and admitted gaps. Yet the teacher and learners in a FL classroom have to make compromises, have to act *to the best of their knowledge*. Must teachers be satisfied to regard language knowledge as just rules, semantic legacies or even the sorts of discursive and genre rules widely explored over the last few decades? Or merely as four categories of skills, the macroskills of listening, speaking, reading and writing (LSRW)?

Native speaker language knowledge certainly includes holistic, subconscious abilities and dispositions, a direct link to intentionality still mysterious to scientists, the power of which make conscious teaching and learning look like "the tip of the iceberg" (Kohonen, 2001, 54). The knowledge goal which all second language teachers support is the development of the learner's *interlanguage*, that is, the sum total of internalised, propositional knowledge of the language and the dynamic, cognitive processes which allow for rapid processing of language in reception or production. Language is both an internalised mental and linguistic competence and simultaneously an array of practical skills utilised in the external world. Language is used to map, and communicate the mind's intents in, that physical world, and to understand and carry out purposes in speech acts in the social world. Psycholinguists and philosophers will always debate the atomistic details but it is unproblematic to assert that human first language (L1) is - if not the building blocks of thought - closely linked to human cognition, learning and to the experience of living itself. This is the kind of knowledge FL teachers would wish to help learners construct: a second code for mapping the world and interacting, another way of mediating human experience.

What then is FL knowledge for students? Do learners follow teachers in these more complex understandings? Undergraduates usually have no formal linguistics training. Even though each

one of them is a functioning human language agent (in their native language), they often do not understand what it is they are doing in its open-ended complexity. Beliefs are considered by many to be part of the metacognitive knowledge which underpins language proficiency (Wenden, 1991; Cotterall, 1995, 1999; Kohonen, 2001) but quite naturally, much of a learner's knowledge of various sorts is uncontemplated, tacit knowledge. Therefore, when coming to learn another language, do they accept rudimentary and simple-to-handle snapshots as to what language knowledge and proficiency means: vocabulary, grammar rules, pronunciation and fluency or do learners in fact have complex - perhaps unarticulated - beliefs about the many variables in language learning? (Cotterall, 1999)

If it is agreed that meta-linguistic/metacognitive coaching are essential, should it be in their target language or, if a common one exists, in the native language? Or is this wasting class time and a return to the "talking about" conundrum?

What are the kinds of interactive knowledge learners acquire on an in-country or study abroad experience which classrooms so often fail to instill? Can it be just "processual knowledge" or procedural vocabulary? Or is it that a human learns a language when he cares to, attends with the will, when he has (often non-linguistic) purposes and motivations (Kohonen, 2001, 48)? The technologizing of language within "the calculative way of thinking" (Lehtovaara, 2001, 152) blurs the point that language was not meant to be an end but a medium for other intentional and experiential ends.

Language in actual social performance consists of much more than a propositional database which individuals manipulate to meet their communicative ends. Beliefs, expectations, attitudes, assumptions, affect and strategic abilities are brought into play to convert intentions into verbal forms in interactions (Kohonen, 41, 43). Although academics may distinguish between knowledge domains, it is unclear if language learners and users actually separate their linguistic knowledge *per se* from metalinguistic knowledge, metacognitive knowledge, intentions, beliefs or attitudes. Do they technologize and compartmentalize language and the self? Is lived experience in the world considered to be knowledge? This study seeks to ascertain how FL learners conceptualise their own language *knowing*, for example, into different categories or in a more holistic view of language knowledge.

This thesis posits an operational definition of knowledge as a *network of meaningful information* held in a human mind, categorised and prioritised according to value judgement and intentional importance. Meaning is a property humans attribute to concepts when attitudes and beliefs come into play on them. *Meaningfulness* involves past knowledge and motivation.

Human knowledge may be represented in texts of all sorts but should there be called information, not knowledge[3]. It is largely misleading to speak of knowledge states: knowledge in humans is rarely static, almost always dynamic and contingent. Language proficiency itself is never final, always "proficiency-in-progress" (Kohonen, 2001, 48). Learning is change in one's knowledge. It is both conscious and subconscious, planned and unplanned, often constructed through interaction with others (social experience) but also uniquely individual. Knowledge is actively constructed, not simply imbibed. Language knowledge - including a foreign *interlanguage* - is learned, not taught (Ingram, 1984). What one learns is often influenced by personal assumptions and *expectations* which represent both past experience and anticipation of future experience. Many writers discuss expectations in passing. This study proposes that expectations need to be much more closely studied as a construct. Expectations which derive from diverse sources feed into the *motivational* disposition of the learner, influencing the fulfillment of goals in *interaction* and therefore the construction of *knowledge.*

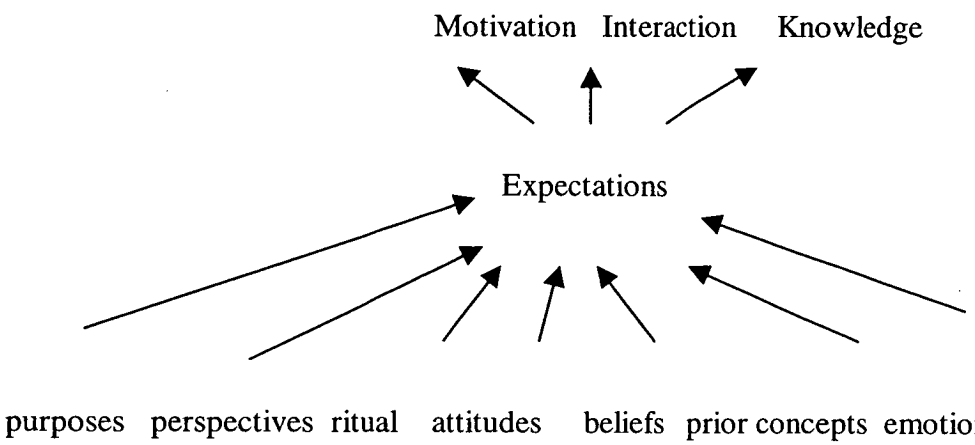

Figure 2.1 ROLE OF EXPECTATIONS IN LEARNING

Knowledge goals and the means of their attainment spring from our beliefs about reality (ontology) and about knowledge (epistemology). Ultimately, a humanistic FL epistemology cannot separate FL *knowledge* from FL *knowers.* Hence Kohonen (2001, 13, 43-45) continually refers to the autobiography and intentions of learners. A humanist philosophy can also be realist and accept the usefulness of continually dissecting "language as Object", its acquisition and use, via an empirical-positivist approach. However, the objectified or technologized results - conjectured structures, codifications, descriptions of systems - do not account for or speak to learners themselves in their dynamic experience in the classroom.

This quantitative study aims to explore *what knowledge learners themselves expect* to acquire or construct in a FL course. This will have implications, of course, for what knowledge can

and should be mediated via CALL. In section 2.2, literature on interaction is considered, that is on *ways of knowing* or *coming to know* and, broadly, on what can be done in classrooms to promote what kinds of foreign language learning.

2.3 Interaction and interactivity

Literature on interaction, the second major question of this study, is reviewed in this section and an operational definition for this study established. The link between classroom interaction and the success of the education enterprise appears obvious: students who feel positive about the interaction and the learning it effects will stay on, study and achieve[4]. Those who cannot see how it benefits them will possibly disrupt or opt out, undermining the viability of the program. Learning and education rely entirely on interaction.

2.3.1 Defining interaction

If it is difficult to define competence (see section1.4), it is equally difficult to specify exactly or arrive at a consensus on 'interaction' despite the popularity of the term. We may speak of interactions between hemispheres of the brain or the interaction of processes in nature: action between at least two agents, objects or processes. Telephone conversations are certainly interaction. Trade, war and diplomacy are kinds of group interaction. With writing, two people communicating over distance by letters or e-mail exchange are also interacting. Students interact with each other, with teachers, with texts, with computer programs and with environments.

In education and most of the social sciences, interaction applies to human-human intercourse instantiated as physical action, speech acts or institutional actions or processes. The essence of the process is that people are *exchanging* meanings, and perhaps symbols, objects or even blows or caresses which carry meaning. An author or television broadcast in a one-way stream to an audience of many - where there is no feedback and mutual or dialogic reconceptualisation (Laurillard, 1993) - is communication but not, by this definition, interaction. McElhearn (1996) asserts that silent 'lurking' on internet mailing lists is still engagement in communication, not being merely a "cyber couch potato". To respond by using the delete key is to make a decision and a communicative act based on the content of the message. Krashen (1985) also posits that a silent period in early language acquisition is far from inactive. Barty (1998, 29) distinguishes overt verbal interaction from covert reflective "interaction with content" in FLL via "interactive

television broadcasts". She also notes "indirect or vicarious interaction in closely following another learner's participation", not to be equated with simple exposure to information distribution (Barty, 1998, 30). Interaction adds meaningfulness to mere information by offering an *opportunity to personally engage with others about it.* Barty discusses the debate on whether interaction is necessary for academic achievement, admitting "individual differences" complicate the debate and any generalisation (Barty, 1998, 30).

Heppell (1999) reminds us of "the certainty of uncertainty [...] within the curriculum [which] makes criterion assessment more than a little difficult to sustain [and] places a greater emphasis on the teacher's role to judge within the classroom just what progress looks like". For him, all teachers needs to be reflective practitioners and action researchers to navigate the changing, *almost infinite informational and interactional terrain* in modern education, especially given the great diversity of learning-related uses for computers. He also warns against the error that *maintaining standards is not the same as standardisation* (Heppell, 1999, italics added).

It can be seen that the terms "interactive" and "interaction" are used in many research contexts (e.g. the interactionist paradigm in SLA; interactivity in "interactive multimedia" (IMM) and CALL, etc). A survey of its use in language learning and CALL follows to establish common ground, if not a definition.

2.3.2 Second Language Acquisition and interaction

In 1984 Swain and Fillmore confidently asserted:

> Interaction between learner and target language users is the major causal variation in second language acquisition (Swain and Fillmore, 1984, 184, cited in Higgins, 1991, 89).

In SLA and FLL, interaction has come to be a central concept (see Rivers, 1992; Pica and Doughty, 1991; Long, 1990; Ellis, 1985, 1990; Warschauer, 1996) such that authors write of the "interactionist paradigm" and "interactive language learning". In much SL/FL pedagogical writing and in Language Testing, interaction is incarnated in *tasks*, the construct around which much teaching, learning, testing and theorising is done. A task should include reception of comprehensible linguistic input, noticing of salient features while negotiating meaning, uptake or internalisation of new elements and production of modified linguistic output (Ellis, 1990).

This can give the impression that SLA has become the research area most culpable of technologizing language, treating its learners and users as experimental "subjects", reducing every linguistic artefact and every move - cognitive or physical - on the part of learners to mechanistic variables for manipulation. In a discussion of accommodating language learners' needs through negotiation, "negotiation is regarded as an activity through which interlocutors work together linguistically to repair or resolve impasses in communication and reach mutual comprehension of message meaning" (Pica, 1991, 1). If the Grammar Translation Method treated language as an objective code, SLA treats language-using people as objectified objects of psychometric study and language learning interaction, or "instructed interlanguage development" (Doughty,1991), as a process of data interpretation. SLA aims to analyse incrementally language and language acquisition.

> It was concluded that a range of techniques which focussed the intention of subjects on the components of relativization were effective because each of these techniques contributed to the perceptual saliency and redundancy of the targeted structures (Doughty, 1991, 49).

Meaning in Doughty's term "meaning oriented group" refers only to perception of lexico-semantic meaning and appears to have little to do with intentions of learners or personalized meaning-making.

If the GTM was clearly a case of teacher-centred exposition of descriptive grammar, it seems clear also that it incarnated - and still does - a conflict of goals and purposes. Many teachers see language learning as learning that descriptive grammar, a meta-language which allows its practitioners to talk about the target language. Understanding and appreciation of grammar is beneficial and a worthy goal, but it is not identical with proficiency in the language, nor language use, socio-pragmatic competence or self-realization through language. Grammatical competence and practical proficiency in a foreign language are different - though not mutually exclusive - goals. The GTM was not only a case of teacher-centred didacticism; it is based on a learning theory which holds that teachers can do the learners' thinking for them. If only the students will obey and imbibe, *the thinking has been done for them.* All is clear in established knowledge. This is an obverse view of knowledge from that proposed by constructivism. It is similar to a lecture-

based science course which has no laboratory component nor any dialogue; it is pure didactic inculcation of received knowledge to all learners *as if they were one learner.*

It is also apparent in the writings of many researchers in language testing and SLA that they too still regard grammar as the primary dimension of language, although admittedly there is a mixing of grammars: the surface grammar descriptive of language and the learner's internalised grammar (or interlanguage). The interactionist paradigm in SLA holds that conscious learner *noticing* of salient features of language form is crucial to acquisition (e.g. Pica, 1991, 4). The 'grammar of use', of communicative strategies, or discourse grammar, has only recently found proponents in the foreign language testing or foreign language teaching fields. Even the genre theorists - adherents of the Hallidayan school of functional systemic grammar, a school of thought close to discourse analysis - have had little palpable impact on LOTE education in Australia.

In Ellis' (1991) comprehensive review of the interactionist paradigm, acquisition seems to imply understanding and retention of the grammatical system of the language:

> interactional modifications often work on quite complex strings, helping to make the grammatical relationships that exist transparent, and therefore, easier to acquire (Ellis, 1991, 18)

Ellis carefully analyses the debates in prior research, especially the possible role of modified input in comprehension and (hence?) acquisition, showing that interactionally modified input (that is, utterances which are repeted, recast, paraphrased or simplified in an effort to help the listener/learner comprehend) can indeed help the learner comprehend, but do not necessarily result in deep acquisition of new forms and thus growth of the interlanguage. Sato found that conversational interaction or negotiation may shield some learners from the need to acquire certain structures, such as English past tense (in Ellis, 1991, 2, 19). Ellis (1991,17) accepts Sharwood Smith's distinction between comprehension and acquisition. The latter requires not only the surface structure analysis of the former but also the retention of the input for comparison with the representation provided by the learner's current grammar.

He also cites Faerch and Kasper (1986) who argue that acquisition only occurs when there is a 'gap' between the input and the learner's current knowledge and, crucially, when the learner perceives the gap as a gap in knowledge. Ellis seems to believe that acquisition is entirely

conscious, that it requires the learner to notice features of the language input and to amend his interlanguage as errors or deficiencies or new patterns are detected.

Ellis (1990, 19-21) cites evidence that input and interaction that works for comprehension may not work for acquisition, as in the case of various immersion programs which develop good listening and reading skills, considerable fluency and confidence but poor grammatical competence, even, in Hammerley's words, 'a very defective and probably terminal classroom pidgin'. It may be that the achievements of these immersion students were substantial and that grammatical competence could be expected to ensue if time or time-on-task was available. Immersion FLL wherein the target language is used as language of instruction to teach other non-linguistic content, can be looked on as a form of interaction much valorised in FL pedagogy although still rare in Australian education systems.

Ellis (1990, 97) examines Long and Pica's development of the 'interactional hypothesis'. Long now asserts that comprehensible input is necessary but insufficient. Also that interaction promotes L2 acquisition by also providing the learner with opportunities for production, or 'comprehensible output' (Swain, 1985, 236). Interlanguage development is pushed along by the demand to improve output. Certain interactional modifications (or discourse signals) may be more helpful than others, e.g. clarification requests rather than confirmation checks.

For this discussion, interaction in Ellis' (1991, 20) article seems to mean *exchange of utterances, with both meaning and structure potentially noticeable by the interlocutors.* The SLA enquiry continues to the present with conscious "noticing" of salient features of language and learner strategy training being major research foci of the 1990's. After thirty years of SLA development, as admitted but not conceded by Michael Long, critics allege that "SLA researchers (i) focus overly narrowly on psycholinguistic processes, ignoring social context; (ii) operate within an outdated, rationalist framework, oblivious to the charms of relativism and the post-modernist enlightenment; and (iii) believe their work to have relevance for language teaching, when it has none" (Long, 1998. See Robinson, 1998, for an online summary of recent "Issues in Second Language Acquisition Research").

SLA provides vital input on the cognitive dimensions, especially on theorizing about the interaction between conscious and subconscious processes. It develops understanding of what FLL and CALL need to do to successfully help L2 learners develop their interlanguage for

themselves, avoiding either being just a drill and practice arena or 'doing their thinking for them' but SLA borders on considering learners merely as cognitive processing machines. An interlanguage comprises not just grammatical 'features' but also the socio-cultural and interactional competence described by Marriot and Neustupny (1990) as well as a means of personal expression and self-actualisation.

2.3.3 Research in Language Testing

Researchers in Language Testing have the difficult task of prescribing testing tasks consistent with the findings of SLA and yet interpretable and usable by teachers and learners. Research is conducted into rating scales, test design, test candidate output, rater judgements, perceptions of test content, 'interaction effects', the influences on language acquisition of the carrying out of tasks with a partner, e.g. the effect of feedback and interlocutor behaviour on performance in oral interaction. Teacher talk (which in instructed acquisition often constitutes the primary source of comprehensible input, which influences intake and output by students), quality of language resource materials, time-on-task outside class, the proportion of time allocated to student production versus reception of input, the kinds of interaction which occur, learner motivation and aptitude, all constitute factors in a language learning and *interactional environment* which may be 'acquisition rich' or, in fact, poor sponsoring environments for language learning/acquisition (see, for example, Brown and McNamara, 1992; 1992; Elder, 1994; Hill and Storch, 1994; Iwashita, 1993). An important role of Language Testing is to help the language teaching profession debate and define consensual constructs , e.g. testing specific performance versus measuring general proficiency, "is language proficiency always achievement?" (Davies,1992, 1-15).

We read of participants' *purposes* in undertaking interactional tasks. Purpose may refer both to the goals or objectives as specified by a course and the purposes in the minds of the students for learning the language which influence both their cognitive and affective approaches to particular interactions. Task type (Iwashita, 1993) is said to affect language outcomes. A task is usually a goal-oriented, specified procedure while interaction may refer both to the underlying process and the real-world practice of purposeful, socially-mediated learning, i.e. with a partner, teacher or group of others. So a conversation-based, pairwork task is one instance of interaction.

We see in Language Testing literature much attention paid to test taker and test rater characteristics (NS, NNS, higher-lower or equal proficiency, elements of intra- and inter-rater

reliability). An example is Anne Brown's thesis on 'The role of test taker feedback in the validation of a language proficiency test'. Student/test-taker feedback and performance on tests or test prototypes is considered valid input to the test development. The Language Testing Research Centre (LTRC) also seeks other input, eg from the non-linguistic professions when it is designing special purpose tests, such as for prospective foreign language tourist guides (Brown, 1993,2,2, 35ff).

Gruba explored the implications of the growing use of visual media (video, satellite broadcasts, teleconferencing and multimedia applications) as a presentation medium in L2 classes, particularly in listening comprehension. For language testers, "questions of construct definition are raised, as are issues of individual learning styles, strategies and appropriate interpretations of text" (Gruba, 1999). Gruba's work demonstrates the multivariate nature of just one skill (listening comprehension) and the difficulty of prescribing what kinds of interactions best foster FL interlanguage growth. The new technologies present further complexity in an already complex field. Computer Mediated Communications (CMC's) make interactional possibilities all the more varied. Therefore for language teachers, curriculum planners and materials designers, the capacity to specify with certainty what promotes interlanguage growth amongst the maelstrom of instructional possibilities, media, individual learners' styles, strategies and perceptions is more and more unlikely. However, this is precisely what SLA and Language Testing research attempt: to atomistically "unpack" interaction and acquisition, interlocutor and test-taker behaviour, looking for recurrent, generalisable patterns in the data to explain and predict SLA and FLL with increasing *certainty for teachers and students.*

Interaction usually involves feedback. Iwashita's (1993) study into "The effect of feedback and interlocutor behaviour on performance in oral interaction" which also explores task factors and communication strategies has implications for feedback in CALL. Can a computer be said to be an interlocutor giving feedback (cf. the familiar debate in ITS whether a computer system can be a tutor or tutee?) Much depends on the *purpose* of the learning tasks, or testing tasks: is it simply for information retrieval or transmission (in which case feedback is relatively easy to provide) leaving to the language user the superordinate purposes (with which context, culture and individual learner differences always infused)?

Language testing is a kind of purposeful interaction. O'Loughlin's (1998, and forthcoming) case study comparing direct (live, face-to-face) and semi-direct (tape-mediated) tests of oral language proficiency suggests there are important differences between the way the language tests and scores are *perceived* by the various groups participating in the test process. O'Loughlin noted inconsistencies across or within these groups. While language tests strive for "objective purity or psychometric pristineness", his study found them to be sites of conflict and even confusion about what ability is being assessed, how effectively this is accomplished and how well individual candidates perform (O'Loughlin, K., 1998). Learner perceptions of process and purpose of interactions are clearly important in the very credibility of language teaching and testing.

SLA and Language Testing dissect elements in the language acquisition processes and characteristics of acquirers: teacher talk, feedback, texts and media, task type and 'interaction effects', learners' characteristics but not so much learner intentions, purposes or expectations. Relationships, the personal, the particular, student needs, liking and respect (Rivers, 1992, 373-392) find little or no room in generalising SLA, even studies of "instructed SLA"[5]. For all its value for theoretical modelling, task and test design and rigorous exploration over the last three decades, perhaps we should not expect other from SLA or the branches of linguistics from which it derives its theoretical basis. Its function is the 'cellular', even 'molecular', scientific analysis of language acquisition as process. As Long and Sato (1984, 253) state, the data collected and the way the data are analysed are determined by the researcher's theoretical orientation. SLA as a scientific inquiry observes, samples, theorizes and tests for universal principles and consciously suborbinates "affective factors to linguistic and cognitive factors" (Long, 1990, 69). Although many researchers attempt controlled experiments on the psycholinguistic processing effects of "instructed SLA" or comparisons with naturalistic SLA (e.g. Doughty, 1991, 50), SLA researchers are reluctant to advise how to teach or learn a foreign language. For valid theories on pedagogy, we turn to researchers and practitioners less concerned with universals and cognitive functioning and more engaged in 'gross anatomical', FL classroom research.

2.3.4 Interaction in Second Language Pedagogy and FLL Theory

Interaction (or derivatives) is a term in vogue in both Second Language Learning Theory and in CALL. In the former, it is generally posited that language is best acquired and developed through 'active and purposeful use' of the target language in personally meaningful interaction, not in

decontextualised units such as pattern practice drills or solely through grammatical rule deduction (e.g. Rivers, 1988; 1992).

> We become so caught up in the linguistic ability aspect that we forget about cultural expectations, communicative conventions (that is, interactional competence), and even more frequently, *motivated interaction:* the subject matter and activity that are perceived as important by the participants. Without the latter, there will be *no* communication of real messages, but only a pale imitation of communication - that we may call "pseudo-communication" (Rivers, 1988,4; italics in original).

Note Rivers' stress on *motivation* and *perceptions of learners* in FL interaction. For the Australian Language Levels Guidelines (Scarino, McKay and Vale, 1988) interaction happens in the 'activity' (active and purposeful use of language) which is often through dialogue or group-oriented but may also refer to solitary or individual, aesthetic use of language. Since the inception of the communicative era in the 1970's, language teachers wish to help students learn how to function and mean and yet not become so entangled in atomistic forms of the language system that meaning is delegated a back seat. Three decades have seen the FLT profession wishing to avoid over-teaching *about* language form and rather teaching language as *medium for purposeful use.* The specifics of how this can be accomplished are elaborated in many 'how to' teacher books, recommending communicative pairwork exercises, information gap or opinion activities, drama activities, and collaborative writing (see for example Scarino, McKay and Vale, 1988; Davis and Rinvolucri, 1988; Kutash, 1990; Reeve and Nurhayati, 1994). We saw in section 1.4., the constant, even confusing, development of new approaches, each propounding its own view on what classroom interaction will foster the language knowledge it privileges. Lately, a holistic intercultural awareness as the focus of meaning exchange and the compelling purpose of all foreign language learning have been championed by Furstenberg (2000), Kramsch (1993) and Kohonen et al (2001). These writers seek to take teaching FL's beyond exposition of linguistic form or even communicative function and to empower learners to engage in purposeful creation of cultural meaning with each other, using texts and directly with native speaker (NS) partners.

Learners need to engage or identify with the purpose of the interaction or learning activity. They may be engaged by story, narrative, or controversy (see more on connectedness and motivation in 2.3). In conversation or other oral genres, such as debate or drama, they can experience getting

acquainted, party talk, collaborative problem solving, classroom discourse such as discussing a novel or short story, film or television soap opera. At essence, though, they are connecting to some meaning domain - making the cognitive connections through means of a second language - in negotiated interaction with others (Kohonen et al, 2001). Such interaction is always negotiated, always cognitive. Humans communicate purposefully about something. Often it is the world around them and their activities in it. All speech communities have long evolved traditions of communicating in certain ways about different activities, called variously registers or genres.

Claire Kramsch (1993, 2) claims that her book *Context and Culture in Language Teaching*, 'takes particular meanings, contextual difference and learner variability as its core.' She seeks to reconcile the attractive but ultimately reductionist, dichotomised thinking created by the ebb and flow of educational philosophies and methodologies, the swings between opposite extremes.

> Teachers know well the variability inherent in the educational context and the impossibility of capturing this variability in any methodical way. They either compensate in enthusiasm and personal commitment to a new method what they lose in global understanding; or they minimise the conflict between methods, styles, and goals, and settle for the so-called 'eclectic' middle ground (Kramsch , 1993, 2).

Kramsch proposes reformulating the questions within a larger framework wherein intercultural insight *becomes the primary goal with authentic, interpersonal interaction the main form of classroom activity.* Kramsch's view is neither indulgent and laissez faire nor extremely relativist. In university settings, she sees a strong role for teachers in this kind of interaction, critical that "teachers seemed reluctant , however, to ask students to look at their experience critically in light of the text" (Kramsch, 1993, 136).

> Teachers are naturally keen on reducing the gap by having the students talk about reality as they perceive it. What students do not realize is that these texts express 'a reality beyond realism' (Widdowson, 1981: 211) based on common human experience that is eminently relevant to their lives; however, in order to discover that reality, they must read the texts in a different way.

Kramsch (1993,137) challenges teacher "graduate training that discouraged any meaningful reader participation. They therefore often confuse reader responses with free associations and reactions of the reader's mind." A non-committal pluralism of opinions does justice neither to the text nor to the students' search for meaning. To teach literature as dialogue between text and reader, Kramsch argues, teachers must first get in touch with themselves as (aesthetic) readers , leading their students as readers to find meaning and pleasure in the texts by the involvement and meanings their dialogue with the text will generate

At the same time, what the foreign language learner likes or is *touched by* in the text (Kramsch, 1993, 138) is crucial to affective engagement, to connectedness with the human in language, and language in human lives. Kramsch (141) asserts that *students' structures of expectation* or schemata need to be activated in order for them to comprehend the story. Expectations may well be different in their society or culture to those portrayed in the FL text.

This is what differentiates FLL in the Humanities from the Social Science of SLA : individual human abilities and idiosyncratic expectations are valuable input to classroom interaction, not confounding variables to be controlled for ; unpredictable dialogic outcomes are acceptable, rather than a prepossession with certainty and uniformity. Promoting intercultural sensitivity has much to do with reflecting on or even *dislodging expectations,* norms, securities, by open questions without right/wrong answers. Learning another language has much to do with surpassing old linguistic expectations and boundaries of lexical, syntactic, semantic and discursive rightness and wrongness[6].

Kramsch offers a reconceptualisation of foreign language teaching as ***an interaction between the expectations of teachers, texts and learners*** where the goal is to acquire the foreign language code and system to engage with the foreign culture (structure of expectations). In so doing, we create a third space in the interstices between cultures for new opportunities. Her work is very much in tune with that of Kohonen (2001, 55) and his Finnish colleagues who equally look to humanistic, FLL interaction. Kohonen sees a significant role for the FL teacher not merely as 'technical curriculum implementor' but as authentic, educational innovator, constantly re-examining his/her own beliefs and assumptions about language teaching and learning while he/she facilitates learners' powers to do the same. *Expectations*, on entry and evolving, would seem to be a crucial factor.

In formal education, with institutional pressures and social constraints, Kohonen (2001, 55) endorses "the significance of the teacher in the choice of the teaching techniques and the ways of actually using them in relating to the students in language classes". Another reality evident in his 1997 study (Kohonen, 2001, 52-3) is that not all students are ready to make decisions, set goals, take charge and be self-directed. Some prefer teacher-directed work. There is huge diversity of motivation, capacity and disposition.

> Facilitating learner autonomous language learning is a question of fostering learner development towards an increasing capacity for self-assessment, accepting that the learners are at different stages with regard to their autonomy.

Cotterall, (1999) has researched *readiness* for learner autonomy and finds that even in a classroom dedicated to principles of learner-centredness, the interaction is highly dependent on the professional competence and sensitivity of the teacher. Control over decisions and behaviours is a power the authentic teacher seeks to divest appropriately and responsibly to learners. There may be necessary a cognitive and intercultural apprenticeship for some, with a low level of ego-threat and participation. Rivers (1992, 373-392) 'Ten principles of Interactive Language Learning and Teaching' have already been cited.

> One cannot acquire facility in expressing meanings in a foreign language without much experience in doing just that. Experience in expressing meanings requires interactive situations within which the students' motivation to communicate personal messages is stimulated (Rivers, 1992, 382).

Rivers recommends participatory, purposeful, task-oriented activities that involve and engage students with single peers or groups in language use, student-initiated if possible, certainly student-sustained (Rivers, 1992, 382). She lists many examples of "learning by doing" (382-3).

Besides the notable lack of learner voices in FL literature, there is surprisingly little ethnographic description of what teachers and learners actually do. Few teachers depict for the outside world what day-to-day knowledge-constructing interactions go on. Academic reporting and research tends to objectify and sanitise the lived human experience of language learning and official publications and websites tend towards promotion. Furstenberg et al (2000) provide "a view from an intermediate French class at MIT". De Courcy (1995) reports "there has still been little

research which investigates the learning process from the point of view of the learners in the context of the classroom" and "their experience of the learning situation and the language" (De Courcy, 1995, 32-3 [7]). Craig Nickisch's website gives at least a partial glimpse of what his programs look and feel like and his experiences and principles as a language teacher. Nickisch's (1998) "Eleven Guidelines for Teachers" strike a more authoritarian, even patronising, note than the Finnish humanists (Kohonen et al, 2001), yet there are many points in common about the spirit of interaction, for example:

> 6.Know your students and look out for their well-being.
>
> Get to know each student, where he or she is from, what is important to each, and what makes him or her "tick." Show genuine concern without dropping standards. Correct those who fall short; reward those who produce results. Respect, but don't worship diversity. If you are successful, your students will go on to become your friends, not out of favoritism, but from the bonding which results from respect and shared achievement.
>
> 7.Keep the students informed.
>
> Students do best when they know what they must do, and how to approach doing it. They expect logic in your requirements. Explain not only the task, but the reason for requiring it. Let them know that what they are doing is important.
>
> 8.Develop a sense of responsibility in the students.
>
> Students feel pride and a sense of accomplishment when they successfully manage a new task you have given them. Give them challenges and responsibilities they can handle. Suggest enrichment activities and reward those who show initiative. (See full list at website in References)

This is not the sort of writing found in SLA data-based research but rather re-presents the lived reality of FL classroom life according to the personal perspective of this teacher. Nickisch is clearly a front-of-the-classroom, teacher-in-charge: "requirements" are stressed, negotiation not, learners manage a task in ready-made models and methods. Yet there are features of his approach ("explain the reason for the task", "know each student") which the experiential FL educators

would approve (such as Debski, 1997). Like learners, teachers come with a life history and values. The interaction which they orchestrate in a classroom is a reflection of their professional and personal lived experience (Jaatinen, 2001, 109-110). Jaatinen and colleagues (in Kohonen et al, 2001) value *space* given to the learners to develop their own strategies and constitute their own lives. For them, the core of educational interaction is choices, action, reflection (on a foreign language as on anything else) in open dialogue which allows for personal growth (Jaatinen, 2001, 111). Jaatinen sees language not just as propositional knowledge or communication skills but as a bridge to encounter each other's inner worlds, to attempt to understand Otherness. Language learning interaction for Jaatinen should be a channel for expressing and interpreting the patterns of thought, systems and traditions of the native and the foreign culture and society, learned through personally meaningful questions, themes and actions (Jaatinen, 2001, 112-113). Kohonen and colleagues elaborate more on the philosophical premises of humanistic interaction than the constituent cognitive processes or tasks of the SLA researchers.

Building "meaning" assumes cognitive strategies, both drawing on past knowledge of language, the world and others (Kohonen, 2001) and re-shaping knowledge in the process. Exchange implies such speech acts as initiation of enquiry, feedback and follow-up. The purpose is usually non-linguistic, such as to request or suggest some physical action, effect information exchange (such as mastery of a discipline domain), or in language classes the goal of interaction may be to learn about the medium of interaction (the target language) and/or its associated culture(s).

Attempting to summarise the meaning of second language interaction from educationists, SLA and L2 pedagogy writers, it *implies activity involving more than one participant, mediating purposeful derivation, construction and negotiation of meaning through use and development of an interlanguage.* Acquisition of the systems of the target language and intercultural understanding are primary goals. The term activity, though based on *active*, does not usually entail all that *active learning* does nor yet the concepts contained in *experiential learning.*

2.3.5 Active Learning, Learner-Centredness, Experiential Learning, Constructivism

Just as computers began to pervade education in the 1990's, the philosophy of constructivism achieved great popularity amongst educational researchers and practitioners. It coheres with concepts of active learning, holistic learning, learner-centredness and experiential learning which have been influential in many guises throughout the twentieth century (we could trace ideas from

Dewey back to Socrates as part of this discourse). FLL theory and practice has been held back in part by its attachment to the classical grammar-based teaching of compulsory FL days, by a need for demonstrable - often standardised - achievement or proficiency outcomes and also by some interpretations of linguistics as "hard science" and language as a system of fixed and established rules and significations. Lewis (1993), a proponent of the Lexical Approach in Teaching English as a Foreign Language (TEFL) is but one author to challenge this rigid, linear view of language, meaning and language learning. He warns against assuming students learn what teachers and syllabuses plan.

> No matter how much teachers know what they are teaching, they must accept that they are much less aware of what, at the very same moment, the students are doing. Students may be processing different language, in different ways, and making different connections (Lewis, 1993, 26)

Lewis endorses Krashen's view, shocking to some, that the best input for acquisition is relaxed, informal, "roughly tuned" input, talking with the class that is not linear, planned or teacherly (Lewis, 1993, 27). Both spoken language which is essentially deictic and written language which is more convention bound, are a flexible complex interaction of lexis, structure and intonation, allowing us to express fact, opinion and attitude and ultimately to project self (Lewis, 1993, 42-45). Lewis, among others, insist that "it is not primarily the language which is being learned, but a person who is learning" (Lewis, 1993, 2), not the abstracted, isolated ideal native speaker of Chomsky (Lewis, 1993, 11). Meaning is multi-faceted. Meaning does not inhere, rather people make it in an inter-personal process of interpretation, negotiation and response (Lewis, 1993, 48). In *defining functions as the social purpose of an utterance*, Lewis invokes the acknowledgment of the social (not the structural) which has led to a revolution in all kinds of language studies and teaching in the twentieth century. Lewis indicts the methods and textbooks of the communicative approach for not making their primary objective "communicative power" and their assessment yardstick "successful communication" (Lewis, 1993, 109, 45). Lewis advocates far greater attention to lexical phrases and collocations with high pragmatic surrender value and to language interaction which focuses on the organising principles of discourse at a far higher level than the word or sentence (Lewis, 1993, 47). He insists that uncertainty is intrinsic to the nature of knowledge and that - although "knowledge about" language no doubt has some part to play - procedural "knowledge how to" gained through "internalisation of what successful performance

feels like" is paramount (see Lewis, 1993, 72-75). It is interesting that Lewis's philosophy can be seen as one totally committed to empowerment of learners yet, reminiscent of genre theorists who attack the "pseudo choice" of a *laissez faire* process writing - embraces the power of language and the need thoughtfully to include lexis, grammar, explanation and practice, errors, materials and the crucial role of flexible, knowing teachers (see his chapters 6 to 13 for implications for classroom language teaching).

Gassin and Debski (1997) report on project-oriented teaching and learning in which technology "plays an important role to enhance its dynamics, firstly, by enabling communication between its active agents, and, secondly, by providing an environment where activity can take place." They describe experiments with project-oriented language learning at Stanford University which adopted the following assumptions of the Communicative Approach:

> learning takes place through ACTION in a community of learners;
>
> teachers should be coordinators and facilitators of student activity
>
> learners make fastest progress if they are creative and take some responsibility for the course content;
>
> curriculum should be dynamic and negotiated;
>
> creativity and social activity are important motivating forces; and
>
> classrooms should be flexible and open, having MULTIPLE ties with their electronic counterparts to support a wide range of activity (Gassin and Debski, 1997. Capitalisation by authors).

These principles sit well with other writings on Constructivism and Active Learning, both in FLL (such as Furstenberg et al, 2001) and in many other areas such as sociology (Peterson, Morrison, Cram and Misanchuk, 1996). These authors claim that

> in active learning, the learner is actively processing and interpreting content in context, creating personal meaning, integrating learning with life experiences, and developing an understanding of content that enables them to do something with it. Active learning, for us, implies a level of knowledge and comprehension that leads to application, synthesis, and critical evaluation (Bloom, 1956). It recognizes that

> the mind is more than a information "storage bin" and learning is more than responding to external stimuli (Peterson et al, 1996).

Their "focus on learning as an act of intention" and the insistence on "doing things and thinking" is in direct contrast to approaches to teaching and learning that encourages teachers to take control of the learning environment and treats students as passive recipients of information to be rote learned (Peterson et al, 1996).

Part of the SLA/FLL dichotomy centres on the issue of control over interaction and authority over knowledge. Interaction in the "interactionist paradigm" is reductively dis-integrated for analysis and hopefully re-integrated in a task based approach. Even while it informs, with all the authority of "objective and reliable science", FL methods supposedly based on SLA findings may take away from language learners and teachers their confidence and authentic power over their own learning. The innate powers of language learning are displaced by minutely pre-scripted "tasks" along a (grammatically described) pathway towards proficiency while the teacher's role is to monitor that the learner performance satisfies externally imposed criteria. Doughty (1991, 50) writes of "the inherently more controlled nature of the FL setting" compared to the naturalistic SL setting.

This is in philosophical opposition to the learner-centred, experiential learning and knowledge building advocated by Kohonin et al (2001). Interaction for them is open and dialogic and involves negotiation of goals and strategies. It is not focussed on grammatical, linguistic or communication goals alone.

Soemarmo in his online *Introduction to Applied Semantics* states that the course employs the constructivist approach to learning which assumes that students have a purpose for learning and that they are actively engaged in constructing meanings from their learning experiences (Soemarmo, 1997). Constructivism is partly based on the theory of personal constructs. Among constructivist teaching techniques seeking out and using student questions to guide lessons, accepting and encouraging student initiation of ideas, promoting student self-regulation and action, using students' experiences and interests to drive lessons (and thus offering multiple branches for learning), encouraging uses of alternative sources of information, using open-ended questions and encouraging student elaboration when possible, encouraging students to suggest causes for events and situations and to predict consequences, seeking out student ideas before

presenting ideas from the text, allowing adequate time for reflection and analysis, facilitating reformulation of ideas in light of new experiences and evidence. (after Oxford, cited by Soemarmo, 1997). Despite such inspiration, it is impossible to assess how different to a traditional university lecture series this constructivist course was without further evidence[8].

2.3.6 The Locus of Control

McLoughlin and Oliver (1995) propose a continuum of control in classroom interaction from total learner control to total instructor control. " 'Lessons' are asymmetric speech events, where there are unequal communicative rights and claims to knowledge" McLoughlin and Oliver (1995, 396). If we accept that the learner is the central actor and beneficiary in education, any learner is self-evidently ignorant of the field of established knowledge at the outset, and faces Meno's paradox: he does not know what he does not know (Laurillard, 1993). He needs guidance.

The mission of the educator is transformation and empowerment of learners such that at the conclusion of the course they can continue to learn autonomously and in interdependence with others. It is clear that to learn-how-to-learn, learners need to be given responsibility, training in learning strategies, goal-setting and the space to experiment and make mistakes. In language learning, to develop his own interlanguage, meaning-making abilities and intercultural insights.

This sounds unproblematic yet the stream of educational writings decade after decade which lament that it does not happen indicate that there are deep psychological and sociological issues about control of learning. Educators may profess to be "learner centred" and to promote self-actualisation but even in recent humanistic writings like Kohonen et al's (2001) *Experiential Learning in Foreign Language Education,* compulsory work still plays a part. On a practical level, teachers must design and deliver courses. Syllabuses prescribe what goals, content, methods and assessment will occur.

Control, responsibility, ownership of the learning process, autonomy, security, cognitive apprenticeship ('apprentices' traditionally have 'masters'), negotiation form a cluster of issues in need of further clarification. In particular, as computer assisted learning expands based on claims of fostering learner independence (e.g. "self-access learning"), L2 teachers need to understand and take into account learners' perspectives on control and autonomy in classroom interaction. McLoughlin and Oliver's (1995,401) study in telematics environments proposes a framework

wherein the teacher's major role is to offer opportunities for dialogue and reciprocal action, increased learner input and control in "progressive, individual interactive participation". They outline a scheme of reciprocal teacher - learner initiated functions, the first of which, for example, is called *expectation*: the teacher specifies the instructional outcome. The learner identifies or states the purpose of the lesson and states expectations (McLoughlin and Oliver, 1995,401). The last function is *evaluation* and learners are called upon to express what is known and to identify gaps in understanding. Their recommendations are practical as well as reflective strategies to move from teacher-dominated interaction to more autonomous self-directing learning.

2.3.7 What does interaction in classes mean to learners?

It is reasonable to assume that if students are valuable resources for feedback on tests (Brown, 1993,2,2, 35ff.), they are equally valuable sources of feedback on the language teaching and learning which precedes tests. They may or may not think about these processes - not have the meta-linguistic or meta-cognitive awareness - if a teacher or researcher does not prompt this thinking but this is ample reason to investigate the perceptions they do have and the function of meta-knowledge. Student views on interactional and cognitive processes will almost certainly be linked with their thoughts about purposes: the how must be linked to the *why*, means to ends. *Special Purposes* has entered the jargon of language curriculum planning. It may be asked, what is "non-special purpose" in a regular language course? Who decides and defines the general purposes of a lesson, a course, a single task? Whether learner perceptions of purpose differ significantly from teacher or course designer views is worthy of investigation. Whether learners are constantly encouraged - or ever given the chance - to discuss *purposes* is perhaps a key indicator of the quality of education. It is an appropriate time to find out more about learner views and attitudes to their language learning, including the testing of achievement or proficiency, and especially when confronted with new learning media.

It is difficult to define 'interaction' because – like 'communication' and 'culture' – the word has such currency and such wide semantic extension. This study operationalises interaction in foreign language learning to mean any active and purposeful, interpersonal exchange which promotes the growth of a learner's *interlanguage*, that is their foreign language "proficiency-in-progress" (Kohonen, 2000). This definition deliberately excludes solitary study with books or other media while yet accepting that reflection and autonomous study are crucial in second language learning.

This study accepts that people usually learn interactive language skills in human interaction. (In 2.5, the term interaction is revisited in the context of computer mediated *interactivity*.) The affective issues raised by Heppell above, like Rivers' stress on motivation and personal perceptions of learners in FL interaction, link to the next section which treats a cluster of related topics, such as sense of connectedness, motivation and identity which form the third major question of this study.

2.4.1 Motivation, relationships and connectedness

All face-to-face teaching/learning situations involve relationships, even if "professional" relationships. Learning a second language often calls for relationships of trust since there is potential threat to the self-image and confidence of learners (McShane, 1996). A sense of connection to the teacher, fellow learners and the speakers of the target language (or integrative motivation) is thought to be conducive of higher achievement (McShane, 1996). In the Australian FL field, we have seen that the valorising of certain types of knowledge by FL teachers but not necessarily by many students, nor their community outside the institution or society at large, represents a significant *disjuncture of language expectations, cultural or world knowledge and therefore of interactions that students will connect to.* Even at tertiary level, even among those who opt for FL studies (always optional in Australia), we cannot take for granted that the expectations, decisions and knowledge sanctioned by experts will correspond with the knowledge goals and interactional preferences of learners (Debsky, 1997; Leal, 1990). The FL profession needs to understand better why some students view FL studies as an opportunity while others resist or opt out.

Motivation and engagement are crucial to knowledge construction, especially interlanguage construction which requires commitment to *noticing* the forms of language, and willingness to exchange and create *meanings* in ongoing performance. Motivation and attitude towards the task are far more important in determining success in language learning than any sort of aptitude, declares Kutash (1990, 17).

The variables in this psychological problem may be analysed and summarised yet outcomes remain unpredictable. Given the disposition (personality, feelings, mood and background experience) of the individual learner, on the particular day, with a particular instructor in a particular instructional context, and the particular task at hand, it is still difficult to predict the chances of a successful language learning outcome. Guided by "a standards based languages policy" (Ingram, 2001; McKay, 2001; Scarino, 2001), languages educators try every day by

constraining every one of the variables above. A reductionist approach to course design (knowledge mapping) brings the knowledge goals down to manageable, sequenced components. A behaviour management approach inhibits students' physical, verbal and even mental activity, directing them as much as possible to the desired - "safe and comfortable" (Lewis, 1993, 66-7) - linguistic behaviours. This is often at a terrible cost in learner motivation and opportunity for learner empowerment.

Davidson and Phelan's (1994) study of variations in academic engagement and achievement motivation attempts "to explain why members of some ethnic groups appear to *exert tremendous efforts to succeed in school while others appear to actively resist academic engagement and success*", why some adopt an "*oppositional identity*" while others "view their new nation as a place of opportunity" (Davidson and Phelan, 1994,4, italics added). The present study focuses on identifying both contextual factors and learner characteristics that can impede or interfere with students' ability to connect with and succeed in FL studies, particularly in a Computer Assisted Language Learning (CALL) environment.

Beliefs about and orientations towards learning are powerful but not fixed or guaranteed, according to Davidson and Phelan (1999,4-5). Students *draw meanings* from their various and principal social contexts, i.e., their family, peer and school worlds. These meanings combine to influence students' willingness and motivation to succeed academically. Individuals may *integrate meanings from their very different cultural and belief worlds* in such a way that their *motivation to engage in academic endeavors is high* (Davidson and Phelan, 1999,5. italics added). Even when teachers' *interaction styles* violate the cultural norms of children with whom they work, children may assent, and in fact, work quite vigorously to learn. "Even when students enter school with an oppositional identity formed in a peer group where school success is ostracized, *schools and teachers may nevertheless negotiate for and potentially influence students' academic efforts and attention* (Davidson and Phelan, 1999,5, italics added).

Davidson and Phelan (1999,5) identify and describe factors in school settings that students say impact what they do, how they respond, and how motivated they feel in school. While students' families and peer groups as well as broader social contexts also clearly play critical roles in shaping students' orientations towards school, Davidson and Phelan confine their focus to classroom and school level circumstances that can be directly influenced by adults in

school settings. They find that students' school experiences can interact positively to influence oppositional meanings and experiences emanating from students' external settings.

Learners' knowledge, beliefs and language attitude are, in fact, already well established research areas (cf. the AILA Scientific Commission on language learner autonomy which conducts "e-roundtables" on learner beliefs, self-access, assessment in autonomy, culture and autonomous language learning). Beliefs, or trusted knowledge, which constitute the unit of analysis behind much autonomous learning research (Cotterall, 1999) as well as motivation research, can change across time and even be contradictory at any one point in time. Learner beliefs, attitudes and perceptions are powerful influences on their learning. "Attitude determined achievement and achievement determined attitude", according to researchers of primary school FL, Burstall, Jamieson, Cohen and Hargreaves, (1974, 29). Taking Davidson and Phelan's research as a methodological and thematic model, this study seeks to identify through observation and eliciting learner perspectives, the personal and contextual features in a tertiary FL and CALL environment that they believe affect their knowledge construction and their motivation to learn.

2.4.2 Motivation and expectations

Davidson and Phelan argue that values, beliefs, *expectations* and normative ways of behaving acquired in (especially minority ethnic group) children's home environments can be quite different than what is *expected* and thought to be appropriate in schools. Learning and motivational styles, communication styles, and literacy and writing styles may not match teachers' views and beliefs about what is suitable for school (Davidson and Phelan, 1999,5)

In Australia, while similar issues of cultural compatibility affect migrant children, the majority students also are coming into a different culture when they undertake FL studies, albeit perhaps not one which on which their happiness and life chances depend as much. FL teachers require learners to think and act in ways that are incongruent with what they have learned at home and in most of their social situations. Misunderstandings, problems, and conflicts can arise for minority ethnic group students, "related to the fact that differences in cultural knowledge and culturally learned patterns of behavior lead to different and often conflicting expectations and views" (Davidson and Phelan, 1999, 8). FL teachers accept a complex challenge when they deliberately challenge students to enter an alien cultural world and an experience of linguistic and cultural dislocation.

Is it surprising that - as with migrant children - systematic and recurrent miscommunication can escalate over time into academic trouble and failure? Researchers note the rich, though different, learning environments that characterize the homes and communities of minority children and there is a good deal of empirical work which supports the premise that problematic interactions in schools are, in fact, related to cultural differences (Davidson and Phelan, 1999, 8-9). It would be ironic if FL teachers committed to raising positive awareness of cultural difference are, in fact, defeated by the cultural difference they deliberately create as a learning experience and environment, and their own inability to understand the culture of learners.

Davidson and Phelan show that *incongruent expectations* may play a significant role in learner adaptations to academic settings and to their motivation to succeed. They also devote attention to themes of security and social boundaries which "are transformed into borders when the knowledge, skills, and behaviors in one world are more highly valued and rewarded than those in another" (Davidson and Phelan, 1999). Davidson and Phelan, (1999) gathered students perspectives on factors that inhibit and enhance academic engagement and motivation. They describe school and classroom factors that students say impact on their connection to classrooms and schools and their ability and/or willingness to move across borders and engage with school. The salient factors include: 1) access to personal attention from adults in the school environment, 2) degree of support for student input, 3) support for diverse learning styles, 4) access to valued information, 5) expectations conveyed to students, and 6) the degree of social segregation and isolation characteristic of a school environment (Davidson and Phelan, (1999). They assert that *understanding students' interpretations of events and their definitions and views of the circumstances in which they find themselves provides a critical perspective* (Davidson and Phelan,1999, italics added).

This researcher would conclude from Davidson and Phelan's work that in all education, the dialogic relationship between teachers and learners is supremely important. FL learners in Australia, we have seen in the introductory chapter, have a vested interest in their own academic success and in avoiding personal and psychic risk or threat. If their peers, family and community around them clearly value more highly the native knowledge, skills and ways of behaving than the alien one proposed in FL classes, then the entire enterprise exists in a demotivating environment.

2.4.3 Motivation and Goals in lived experience

Gardner and Lambert (1959) linked motivation to *goals* in second language learning. So, while (as shown above) the FL experts debate the goals of the discipline, teachers in classrooms need to decide - and help learners decide - what are their goals in foreign language learning. In a democratic education system, what motivates learners from day to day to put in, for example, hours of effort in solitary study on discrete forms, rules and puzzling texts? Why persist when there may be no native speakers for regular practice? Why tolerate teacher-directed interactions and activities of which they may not perceive the purpose? Why attempt to use the new CIT's when inanimate computers may seem to be the antithesis of what humanistic language learning interaction should be?

FL teaching practitioners need to know much more about the expectations, goals and motivations of their learners in the *daily lived experience of language learning* to reduce misalignment of goals and interactional styles and potentially to increase the successful acquisition of the target language. (It is because of this interest in *daily lived experience of FLL* that an ethnographic approach is outlined in chapter 3).

Crookes and Schmidt (1989, 218) find that Second Language Acquisition (SLA) theorists segregate the concept of motivation with other aspects of personality and emotion which *may* have an effect on acquisition. "Current SL discussion on this topic lacks validity in that it is not well-grounded in the real world domain of the SL classroom, nor is it well connected to other related educational research" (Crookes and Schmidt, 1989, 218). If SLA can be criticised in largely ignoring the personally meaningful and in downgrading the role of affect (Long, 1990, 69), it contradicts the common notion that people notice and retain things more effectively if they are personally meaningful. Indeed, cognition itself is said to rely on making meaningful associations. Yet in the FL literature we find two ostensibly contradictory assertions:

Kramsch (1993, 66) finds that even an appeal to "the common native culture of the learners fails to establish the necessary intimacy for active dialogue [....] due in part that the textbook imposes little relevant foreign view of the learners' lives." Other language researchers hold that "Intercultural Language Teaching ... uses learners' own knowledge as the starting point for intercultural exploration." (Crozet and Liddicoat, 1999,5) The latter view is strongly supported by Kohonen et al (2001). This implies that an understanding of different Others - a commonly cited goal of FLL - depends on understanding and expression of oneself.

2.4.4 Integrative motivation

Integrative motivation refers to learners wishing to know more because they develop empathy and a desire to be more like the people being studied or to integrate aspects of the target language or culture into their own selves (Crookes and Schmidt, 1989, 219). Schumann, (1986) refers to this as the acculturation model and proposes that learners acquire a foreign language to the extent that they move along a continuum from social and psychological distance to proximity to native speakers. Kohonen et al (2001) also accept that in the increasingly global community, FLL should aim to foster empathy and understanding of Otherness in learners (also see Lo Bianco, 2001).

Foreign language learners may acquire language more effectively if they see the personal application of the target language to themselves, for instance to talk about themselves, their own opinions, experiences, environment and culture, as well as a vehicle to understanding another culture. Jaatinen (2001, 109) asserts that our autobiographical knowledge, "experiential and subjective knowledge of ourselves", our self-narrated life history, probably incoherent, fragmentary and imperfect, steers our interpretation of reality. Certainly all outside influences such as formal teaching and society's tacit or explicit models affect our picture of ourselves and can even make us lose *connection* to our inner world and genuine experience.

To avoid alienation, Jaatinen (2001, 110) believes experiential, intercultural Foreign Language Learning (EIFLL) can assist learners to peel away the layers of learned interpretations in conscious autobiographical enquiry - a window to our past and a gate to our future. Jaatinen (2001, 111) also criticises the products of SLA and most FL pedagogy - ready-made models and methods - for not giving students *space* to develop their own unique learning strategies. FL learners and teachers must "listen to our own voice".

In a class remote from the target speech community and the opportunity for frequent interaction with native speakers, much learner practice is with teachers and fellow students from their own culture. Natural topics and tasks then can derive from the lived experience represented in that classroom. Crookes and Schmidt (1989, 245) define motivation in terms of choice, relevance, *expectancy* and outcomes, linking motivation with attitudes.

2.4.5 Personal meaning and affect

If learners notice and retain things more effectively if they are personally meaningful (e.g. Scarino et al, 1988), if learners' own knowledge can be the starting point for intercultural exploration (Crozet and Liddicoat,1999,5), if personal usefulness of the target language and a relevant foreign view of the learners' lives and native culture (Kramsch,1993, 66) are motivating, it is crucial for FL educators to explore what has personal meaning for learners. FL learners already have an affective connection to their own lives and experience. Much of their language and intercultural learning depends on interaction within the culture(s) naturally occurring in their classroom. Textbooks, multimedia and online resources can act as media for extension to the wider world, especially to the cultures of the target language speakers. Nothing would seem to be more personally meaningful, however, than the personal relationships within which learners may learn language and develop a personal sense of connectedness, ultimately to a broader, thus far unknown, *foreign* community.

2.4.6 Connectedness and belonging

Belonging is a rich theme in anthropology as well as cultural and literary studies. See, for example, Docker's (1999) contribution to the "Belonging Conference" in Canberra in which he speaks of the challenging debates on issues of post-colonial belonging, identity, ethnicity, "no distinction between the autobiographical and the intellectual, ideas and being. [...] ...we necessarily understand or try to understand identity and belonging, or not belonging, through cultural forms – through representation as in genre, myth, novel, poem, allegory, parable, anecdote, story, sayings, metaphors, riddles." In other words, language plays a massive mediating role in the personal and group sense of belonging to a culture. What then of foreign languages and cultures and belonging?

McMeniman (1988), analysing the high drop-out rate in foreign languages in Australia, indicates that along with ability and desire to learn the second language as skills "is the need for a review of integrative motive or desire for affiliation with the foreign culture and people." Is it possible that Australians do not succeed at foreign language study because they perceive no need for another or wider sense of belonging? The existing sense of connectedness to their home community - insular and parochial though it may be judged in this global era - means they do not let themselves or push themselves to persist with the long, arduous, identity-challenging business of learning a foreign language.

Europeans meanwhile are entering a period of cross-national political, economic, monetary and cultural integration which will see formerly 'foreign' languages increasingly become 'community' languages (Lo Bianco, 2001, 1). "The EU has made language promotion a key cause of its wider cultural ambition of forging an ever-closer European identity." The sense of belonging to a new supra-community along with the right to mobility, it is hoped, will create a new motivation for a "mother tongue plus two" to be adopted by all. Lo Bianco (2001, 6) reviews the groups and the interests which promoted the development of national languages and second or additional languages in the past.

> Second or additional languages served interests of culture and 'civilisation' for elites, statecraft and economics for entrepreneurs but also daily life for these groups and many whole populations.

If not for soft reasons like intercultural harmony or belonging, are Australians motivated to learn foreign languages for instrumental purposes?

2.4.7 Instrumental motivation

Instrumental motivation in FL refers to more applied or utilitarian reasons for learning a language: to get a better job or a promotion, to pass a required examination, or just to be a well-educated person (Crookes and Schmidt, 1989, 219). In Lo Bianco's (2001) review of the European Union's language planning, instrumental motivation is high on the agenda. "It is economic advantage which may finally impel the obdurate large language communities and English speakers to improve retention and "the flagging fortunes of foreign languages in the UK" (Lo Bianco, 2001,1).

Instrumental motivation may draw enrolments to foreign language courses, particularly more male students, and even influence the content and style of interaction towards the practical and presumably vocational. This "language as instrument" orientation has its detractors. Lodge (2000) laments that students - many non-language-specialists - are viewed as consumers and the university as a hypermarket (Lodge, 2000, 1-2). Whereas Lodge advocates for the discipline of Modern Foreign Languages the restoration of the "centrality of language", "the basics of general linguistics as the stock-in-trade of any modern languages graduate's knowledge", proponents of an Experiential Intercultural Foreign Language Learning (EIFLL) clearly sees a move to intercultural and personalised learning as the new

dawn (Kohonen et al, 2001). There is clearly not consensus among professionals and theorists about FLL goals.

Motivations to learn other languages are often instrumental and self-serving as evidenced by the new rationale being put forward in Scotland concerning "concrete opportunities of higher education, employment and training within the wider European community" (Lo Bianco, 2001,1). The very high proportion of additional language speakers in small countries, and very low proportion in English speaking countries, also attests to motivation being linked to utility and advantage. Lo Bianco (2001,1) notes that preference for multilingual Europeans among the finance and other sectors in London shows that "speaking English may be an advantage but if that is all you speak it is a considerable disadvantage".

Among Scots language planners, the conventional reasons for learning a modern language in schools - fostering communicative ability, accessing other cultures and enhancing awareness of language via contrastive comparison with English - are being overshadowed by the drawing power of the Eurodollar (Lo Bianco, 2001, 1, 6). The gloomy picture painted in section 1 of this chapter of foreign languages education in English-dominant countries is supported by Lo Bianco's 2001 review of the European developments. A 1997 case study of first-year university students of Japanese in Australia examined language learning motivation and strategies in relation to the learning of kanji using CALL. The findings indicate that: (i) instrumental motivation was a dominant factor; and (ii) metacognitive strategies along with a positive attitude toward the CALL kanji program are also influential factors in mastering kanji effectively, especially at beginner level (Van Aacken, 1999,113-136).

Kohonin (2001,55-6) categorises reward motives in correspondence to "three interests of knowledge". Firstly, the extrinsic motive ('what is rewarded gets done') is based on external incentives and control. Kohonin's second motive derives from personal involvement and doing what one finds relevant for oneself ('what is rewarding gets done'). Thirdly, he claims, to become moral agents, teachers need to grasp the third reward motive, *ethical commitment as the basis for their work* ('what is good gets done'). "This incentive derives from authentic motivation to enhance learning in the given context and set of circumstances, regardless of external rewards or self-oriented agendas [...] to do what is necessary and of value [...] ultimately in the important interest of learners" (Kohonin, 2001,55-6).

In this vein, it is therefore totally pertinent to enquire what kinds of teaching and learning interactions will not only produce "instrumental" proficiency and reward but will also foster a

rewarding sense of belonging to community and connectedness to the underpinning philosophical commitments in foreign language learning to personal and social transformation (see also Kohonen, 2001, for discussion of 'belonging' in FL learning). What role could computers, multimedia and networks play in such an interactive and personalised learning environment?

2.4.8 Motivation and CALL

Computer Assisted Language Learning, especially since multimedia and the World Wide Web, has been credited with offering the possibility of greater motivation and insight into the culture of the target language speakers. We turn in the final section of chapter 2 to a consideration of CALL, including claims it may trigger both instrumental and integrative motivation. Just as there is widespread concern about the almost hypnotic effects of television screens on children, many people fear that slick, computer-based entertainment or use of the Web may equally motivate users to such an extent that they become zombie-like consumers of poor quality infotainment.

McKinnon et al (2000) conducted a longitudinal study of student motivation and attitudes toward computer use. The results showed that as students mastered and used a range of computer applications, becoming enthusiastic users and performing significantly better than peers in the parallel traditional school program, paradoxically their attitudes toward computers became significantly less positive during their junior high school careers (McKinnon et al, 2000). Student use of and control over compelling computer applications is not enough to sustain motivation; ensuing negative attitudes must impact on academic achievement. Strambi, (2001) reports similar findings of a novelty effect and concludes that "computing technology in itself cannot be expected to enhance learners' motivation to learn, at least not in the long term".

In the design and implementation of curriculum programs, wired connectivity and the programmed study of linguistic relations are not the same as connectedness, relationships and diversity of teaching methods. Can one have a relationship with computers (or a book, or a blackboard)? Language itself is not just "objective", measurable and quantifiable textual artefacts, processes and structured systems. It is also a subjective and intersubjective, performative experience reliant on and determined by individual intentionality, agency and social interaction (as emphasized by Hallidayan Systemic Functional Linguistics).The whole human-computer interaction (HCI) paradigm and the claims for interactivity and online

autonomy may be criticised for indifference to lack of audience, community or interactants for human users. There are aspects of FL education that CALL cannot do and suggestions that the digitisation of all information will be the panacea for education, especially languages education, need to be critically challenged (Nieuwenhuizen, 1997). This study exposes the many assertions made for motivation in CALL to the expectations and the lived experience of FL learners.

2.4.9 Motivation - conclusion

Lehtovaara (2001, 161) declares that "Learning is the most natural process in man: being human is learning!" Davidson and Phelan (1999,2) similarly assert that all humans will learn anything and everything if not interfered with. They remind us that "all educational systems are intentional interferences with the learning process". The question then for this study is how for curriculum designers may interfere or intervene for the best with adult learners of foreign languages. This study takes up some of the themes explored by Davidson and Phelan: identification of knowledge, values, and beliefs which influence learners' attitudes to FLL; mismatches of expectations which may lead to dropping out of the programme; contextual factors which inhibit the acquisition of knowledge (Davidson and Phelan,1999,2). This study looks into learner perceptions for psychological factors within individuals such as cognitive achievement goals, self-efficacy, self-determination, and learners' prior FL experiences. The influence of extrinsic rewards, relationships between teachers and students, and class climate are all possible aspects of motivation, in Davidson and Phelan's (1999, 3) approach. As anthropologists they also identify and describe cultural, historical, and contextual factors related to students' *inclination to perform in school.* Reminiscent of the LOTE situation in Australia

> anthropologists attempt to identify factors that interfere with children's ability to acquire the types of cultural knowledge that teachers and parents define as important [...][and] with their ability to *connect with* schools and learning. Thus, numerous ethnographic works compare children's interaction, communication, and linguistic styles at home and in their communities to those promoted in schools, and document problems in communication and learning that arise as a result (Davidson and Phelan,1999,3).

This study is concerned with affective factors that influence FL knowledge construction and *differences in expectations.* An approach that emphasizes oral-aural interaction, for example,

or the input-uptake-output model of the interactivist paradigm, may be premised on students being motivated, confident and extrovert. Lockstep courses which require learners to progress in similar manner at the same pace through a common course may cause disaffection, anxiety, boredom or demotivation. The context of learners' personal beliefs, sense of belonging, self image and anxieties, determine the ultimate success of CALL and FL education in English-dominant countries. Learners will hardly commit to, or continue with, a knowledge domain within which they see no connection to their life goals, interests and needs, or which threatens their self-worth. Humanistic FL research need to explore what does motivate and connect existing FL students and what can decrease the disincentive and abandonment of FL studies by most Australian students at all levels.

2.5 Computer Assisted Language Learning

2.5.1 Introduction

This research aims to examine learner perspectives on knowledge, interaction and motivation with a special interest in the nature of students' "interaction" with Computer Assisted Language Learning (CALL) programs and how effective they consider it in promoting FL acquisition and proficiency. This section considers CALL in the light of preceding discussion and delimits which aspects of CALL fall within the scope of this study. Levy (1997, 1) defines CALL as "the search for and study of applications of the computer in language teaching and learning". The acronym CALL refers to a range of computer uses in second language teaching and learning. Other terms have been introduced such as Computer Enhanced Language Learning (CELL)(Hoven, 1997), Web-enhanced language learning (WELL) or network-based language teaching (NBLT), each with its own nuance of meaning. CALL has been the most resilient, overarching term, adopted by institutions and professional organizations such as the European professional association, EuroCALL, its journal ReCALL, and other journals such as CALL Journal (Chapelle, 2001) and CALL-EJ, and conferences like WorldCALL (Debski and Levy, 1999).

The proliferation of computers and computer applications in the last two decades has been compared often to Gutenberg's invention of the printing press. This digital revolution is a historical surge in information handling power which has affected many areas of human life, including education (Negroponte, 1995). New discourses, new metaphors, new paradigms have been proposed to help people comprehend the new *possibilities* which Communications

and Information Technologies (CIT's) may offer: convergence, visualisation, streaming audio on demand, interactivity, online "e-learning", virtual community, hypermedia, the cyberage and the information superhighway. The brief review following represents a small, selective sample of the issues, ideas and theories about Computer Assisted Language Learning which are debated at conferences, published in books, theses and official reports and on the Internet.

CALL has existed for three decades and has developed through several phases. Early line-command desktop computers were useful for moving language form-focussed exercises from textbooks or class to the screen and providing rapid feedback. In the mid-1980's, the advent of WYSIWYG (mouse and icon driven) graphical user interfaces along with multimedia produced a goldrush-like excitement which only accelerated with hypermedia and the World Wide Web in the early 1990's. The flurry of practical developments, theorizing, and investment in computer systems, has not abated to the present. Yet many questions remain as some teachers resist the introduction of CALL, some cannot get access and others enthusiastically use, develop and research "software solutions" for FL education.

Among these many questions, some important for this study include the following. If teachers believe they know what second language *knowledge* they wish students to acquire, and which learning *experiences* are optimally effective for promoting that knowledge, is computer *interactivity* an indispensable or desirable part of the FL program? Do learners find programmed feedback, diagnostic self-assessment and assessment reporting, comparable to classroom *interaction* and testing, better in some aspects, or useful in different ways? Do students and others have an opportunity to take part in evaluation of the whole learning experience including the computer-based or computer-enhanced components? There are practicalities, besides budget, design time and availability of computers for educators to consider. The usability of computer systems and interfaces is a key criterion in its usefulness. Human-computer Interaction (HCI) is now a strong field of study; button theory, hypertext theory, interface design theory, ergonomics of computer use, are all burgeoning areas of research. Perhaps, most importantly for this study, do computers assist teachers and learners to fulfill the goals and *ideals* of learning another language?

What approaches using technology are most apt for the enterprise of teaching and learning the phono-graphic, semantic code, pragmatic and socio-cultural skills, which partially constitute second language knowledge? Today's computers can store texts and exercises which focus on discrete language exponents (such as grammar points or vocabulary areas) but computers

cannot yet hold a spontaneous conversation with a human which a five year old would consider simple (Meskill and Jiang, 1996).

Rivers (1988, 17-20) wrote that "the field of CALL is still very young and longitudinal studies of learning take much time to design and complete". If there was inconclusive empirical evidence concerning the effectiveness of CALL at that time, Folkers (1994, 310) and Chapelle (1997, 19) similarly write of the lack of cogent evaluation of multimedia in university education and learning which is 'in its infancy', still lacking large-scale data collection and analysis.

If many CALL materials available at present are far from optimally motivational, this is understandable given the recent advent of computers into education and especially into subject areas beyond specialised 'Computer Studies' itself. LOTE teachers in Australia are just coming to grips with using commercially available resources. Only a fraction are involved in the creation of CALL materials. Australia's Open Learning Technology Corporation could write in mid-1996 of teachers' "need to have skills in the pedagogy of computer use--that is, to know how to use computer technologies in a range of teaching strategies". The paper asks "how is it possible to teach some 30 children in a whole-class setting, using only one computer?" (Open Learning Technology Corporation Limited, 1996). The creation of high quality CALL programs or whole packages relies on the growth of a body of computer-literate linguists, and the funding necessary for ambitious and time-consuming program design. At a time when funding for educational films or videos of any sort are scarce in Australia, we may not expect government or commercial sponsors to pour substantial funds into dimly understood technologies, especially in the LOTE area. Hence the need for a well-grounded theoretical platform from which planning can proceed. Such grounded theory is developed and published in the academic literature which forms the object of this chapter.

There are pressures on universities from many quarters to change the way they educate. Course costs, travel, work and family obligations, and many other factors are changing forever the fully-attended compulsory lecture at a set time (Thomas, 2000a). Skilbeck concludes that 'systems and institutions can expect to be under increasing challenge to adapt, innovate, adopt new strategies of teaching, and make greater use of communication and information technology resources: new balances will be needed [...] and greater attention to improved quality and relevance of studies *as perceived by clients and stakeholders*' (in Thomas, 2000a). Another pressure comes from rethinking the importance for learning of individual learners' experiences and goals, in courses as they are happening (Debski, 1997; Fenimore, 1997).

Implementation or delivery of pre-packaged lecture series year after year - "the broadcast learning style that typifies higher education today" (EduCause, 1999) - even if kept up to date, is not dialogue with living learners, their minds and their conceptualisations (Laurillard, 1993). Communications and Information Technologies (CIT's) are promoted as solutions to improving distance education as well as on-campus learning.

The emergence of new technologies, including the personal computer, CD-ROM, the Internet and interactive multimedia have been accompanied by an expansive range of claims regarding their potential use in education and the positive changes they are bound to bring to education at all levels. It is claimed there are unique properties of Human Computer Interaction (HCI) as opposed to other forms of man-machine interaction (Berg, 2000, 347). However, outside of the technological evangelism and incessant 'hype' about digital technology, there are many who insist not only should educators weigh carefully the philosophy which takes on board wholesale use of computers as a medium of instruction (OLTC, 1996), but every claim or expectation made for CALL should be subject to careful trialling and verification . Claims such as those listed, for example, by Underwood, (1984, 96):

- language teaching will be improved ;
- motivation will be higher, therefore proficiency level of students will be raised and student enrolment in LOTE studies will rise;
- access is gained to tremendous amounts of information on one small disk; visual, audio and textual information in staggering quantities can be accessed on the World Wide Web, compact disks and even on small floppy disks. How much more accessible are these than via a book, tape or video?
- a vast array of *choices as to what can be done with digital materials* may be offered to the student; it is claimed this provides optimal chances for individual learning styles to be accommodated; but note Baldurssen's scathing view of 'simplistic' prompting of 'the abstracted individual', *'catching meaningless words or strings of words ... and feeding them back in a context that sometimes, but not always, makes sense to the student. It has nothing whatever to do with understanding or dialogue'* (Baldurssen, 1990, 111, italics added).
- the social effect: off-screen dialogue between student users is promoted by stimulus on-screen (hermetic booths à la language laboratory may be a serious mistake); is there a legitimate

concern that the social skills of the solitary computer user in fact decline? (see below, Meskill and Jiang, 1996).

- cost-effectiveness - while the large-scale reproducibility of digitally recorded materials is obvious, the cost of initial or ongoing software production, hardware for playback or use especially by groups, access to networks (see Beattie, McNaught and Wills, 1994 on cost-effectiveness) and constantly upgrading software, may be prohibitive for most schools and tertiary departments;

- computers may free human teachers from many repetitious and mundane tasks and allow them to provide interaction with humour, individualised reinforcement, caring and empathy (Rivers, 1993), intuition, risk-taking (Brown, 1987, 248-250) and values, that characterise a true educator. What of the phenomenologists' concerns about man-machine relations in a technological society? Can machines empower humans or do they alienate them from their world? In the very sphere of language itself, with which humans constitute reality, especially social reality, is there an anomaly in turning to machines?

- visual interface computers are claimed to be user friendly, requiring a few basic skills after which everything can be accessed and learned gradually as one's ambitions and confidence grow. Yet lack of "computer iteracy" and technical problems continue to be reported (see Tudini and Rubino, 1998) and possibly unreported at many more sites.

Ellis, (1985, 122) believes the good language learner will "seek out all opportunities to use the target language" and "supplement the learning that derives form direct contact with speakers of the L2 with learning derived from the use of study techniques (such as making vocabulary lists)". Well-designed and diverse CALL resources can offer much for independent study. CALL professionals recognise that empirical feedback from learners is needed to know if they agree, what benefits they derive and what materials and activities are useful for which aspects of language and culture learning learning (e.g. . The present study represents an effort to examine the many claims put forward for CALL grounded in the experiences and perspectives of learners in an authentic educational context. A further detailed consideration follows of the many claims and criticisms of CALL in the literature.

2.5.2 Advantages claimed for CALL, multimedia and hypermedia

In its early decades CALL was limited by both the capabilities of the machines and programs and the pedagogical orientations of the designers. Many CALL programs even now still tend to

be text-manipulation, or sentence-level exercises such as drills and multiple choice questions. These are easy to devise, self-correcting but ultimately - as in face-to-face classes - only offer practice for lower order language skills (Warschauer, 1996).

It is claimed in the literature that CALL programs now range from real(istic) meaningful activities, especially in the move up from very personalised learner-centered language to more complex genres (see Le, 1995), to more 'objective' but more complex information exchange. This is content-based learning but the content - as in a regular chalk and talk session, as in a good textbook, as with taped materials or film - must be appropriate to their age and stage and stimulate and sustain the interest of learners. It may sustain motivation with story, narrative in which learners can identify with characters, predicaments, be provoked to take sides in a controversial issue or be challenged to solve a problem (see Furstenberg and Levet, 1995). Learners may be offered academic content in the target language, as in Osuna and Meskill's (1998) web-based Spanish culture program or Le's (1995) academic English genres for overseas students. CALL can provide stimulating context for the content (mediated through written or oral language), thus upgrading the communicative environment. The tools and task can present a purposeful activity, a challenge, which the learner would consider worth doing in any language. Pedagogically, materials production is not the only issue; *what teachers and learners do with the materials matters more* (eg Furstenberg, 2001; Warschauer, 1996).

Rivers asserts that

> the major advantage of technology-assisted language learning is indubitably its potential to meet the needs of individual learners, giving students the time and opportunity to repeat or not repeat material at will, providing immediate access to the desired information, illustration, correction, modelling, or guidance, or the right to ignore such aids. *Within the limits of the programming,* students may follow their own bent in language learning (Rivers, 1993, BABEL, 27, 3,9)

It took the development of multimedia to get past the 'electronic page turning' stage and add contextualising images, film and narrative to the text, such as the illustrated exercises and articles for Indonesian language learning at the University of Victoria site (University of Victoria Call Lab, 2000). Programs which provide tailored *comprehensible input* in the form of digitised film - even full-length feature films on video disks - accompanied by interactive exercise shells are available now for some languages. This is an advance even on the use of VHS video in that specific focussing exercises chosen by the tutor can be provided, immediate

access is available to every frame on the disk, immediate programmed feedback is available to every student, at least for mouse choices and keyboard entries, and probably for voice input in the next decade. There is *potential* for interactive multimedia (IMM), whatever the delivery platform, to fulfill the criteria of experiential and constructivist theories of learning: allowing for individual construct variation, knowledge varying according to context, different aims and interests, divergent interactions with the computer. Discourses of possibility" allow for "idiosyncratic individuals" (Arnold, 1992, 304).

There is a realisation now that the *interactive* in interactive multimedia should mean much more than point and click on multiple choice questions or navigational paths. With careful design - such as that in computer gameplay - learner choices can translate into the construction of an adventure or a story or an exploration of a microworld unique to that learner. An excellent, text-only example is the choose-your-own-adventure style at Quandary site which uses a javascript-supported flowchart or storyboard to offer multi-branching scenarios in the foreign language (Half-Baked Software, 2000). Within the limits of current technology, of the authoring programs chosen, and the flexibility of the instructional design, the learner's particular strengths or learning styles and individual tastes can be catered for and put to advantage. Hoven's entire study revolves around this point (Hoven, 1997; see also Debski, 1997). This kind of service takes considerable investment of time, expertise and resources with the potential result that if each student has access to a networked multimedia computer, they can derive rich, multi-modal information and complete learning *tasks* from the CD-ROM or the hypermedia network which the teacher in the classroom finds it hard to offer.

The convergence of technologies in digital media will not just do away with the need for the language teacher to tote a film projector, slide projector, overhead projector, audio-cassette player and listening posts, books, flashcards, the flannelette figurines of the audio-lingual courses, copious amounts of paper worksheets, and cultural realia. It may allow the teacher to offer more holistic language experiences to students (Schwarzer, 2001), using language as *medium for other purposes* as with their native language. Learners can be prompted within a content-based, resource-based, task-based or activities-based program to use all the four macro-skills (Listening, Speaking, Reading and Writing) integrated in the one lesson, role play, simulation, game or academic adventure. Learners can receive and leave messages on answering machines, seek and read messages, write messages, listen to characters and choose spoken responses to them, all within rich simulated environments which provide context and cohesion for their language use. (Examples include Furstenberg and Levet's famous *A la*

Rencontre de Philippe designed chiefly to improve listening comprehension and their interactive CD documentary *Dans un Quartier de Paris,* an immersive simulation or virtual exploration of French places, people, and issues in which it is claimed "students will develop first-hand insights into the neighborhood and, by extension, into the larger French cultural experience". Personal stories and histories, maps, a guidebook, and linguistic aids are "designed to help learners understand what they see and hear, they will enter stores and cafés, walk along streets, and experience the sights and sounds of Le Marais. At the same time, they will gain an understanding of the issues that have shaped and defined this uniquely French cultural space, un quartier" (Yale Publishing, 1999).

Various claims about cognition are made in conenction with new digital media. Knowing - the construction of knowledge of self, others, the world and language - is what makes us human. There are many types of knowing - through the senses, the mind, language, instinct. Meaning in messages relies on language form which is categorised and structured in the mind. Many scholars speculate, investigate and make claims about computers and cognition. "Whatever other tidal waves technology might be throwing at us the model of learning stays remarkably stable - there has been no ripple in the gene pool of young learners, cognition is as cognition was" (Dillon, 1995). Debski (1997) takes the opposite stance, claiming "students are *now able to extend their thought processes* beyond their immediate learning environments and perform language acts in a virtual space enabled by technology, thereby vitalizing certain assumptions about language learning theory that formerly remained more speculative" (Debski,1997).

At the classroom level, Albina's Indonesian language exercises merge cognitive challenge with elements of fun and frivolity in simple computer games. Thus, this software author presents forms and functions already familiar in the FL and uses human meaning (humour, drama, fascinating curious facts, provocative problems, scored competition with a timer on the computer, as appropriate to age and stage) to seduce and induce school students into playing with language forms and meanings. Her materials were (in 1997) still largely text-bound although they call on background knowledge related to the classroom agenda[9].

Alongside commercial CALL hyperbole (see Appendix 3) is published serious and hopeful speculation on the part of teachers, developers and researchers about new modes of knowledge construction with computer mediation, including in CALL. Some of the most enthusiastic comes from proponents of learner autonomy and constructivists. Practically none actually report on learners' perspectives on this supposed new cognitive experience. The present study

investigates exactly that dimension: language learners' perceptions of the interaction and learning mediated by computers.

2.5.3 Interaction and interactivity

How do - or should – concepts of negotiated interaction as held by language learning theorists, proponents of "active learning" and some CAL(L) specialists harmonise with the discourse of "*interactive* multimedia"? Computer designers readily write of interaction as any opportunity the user has to make the system do something at his behest rather than simply read or view static screens. In the literature of Computer Aided Instruction (CAI) or Computer Assisted Learning (CAL), especially in the commercially oriented magazines, 'interactive' tends to mean any kind of allowance for the user to manipulate or effect in some way the materials on screen and receive some *form of feedback.* It is posited that CALL thereby - through its vast ability to offer branching choices and several media types to individual users - can make a significant contribution to the language teacher's capacity to cater for differing learning styles and learner characteristics in diverse learner groups (Hoven, 1997,9).

This "interaction through interactivity", on proprietary software or on a website, can range from typing a response in a fill-in form or searchbox, choosing which button, sensitive image or hypertext link to click, simply pressing the Return key, or - perhaps most importantly - access to design and communication tools. Except for the latter two, an "interactive" program typically rewards the user's input or response with a prefabricated message or graphic effect, another screen or web page and a further choice. So multimedia and World Wide Web "interaction" tends to imply choice of action, not being passive. This choice is still between multi-media materials which are prefabricated and more static than adapting to an individual, far from dialogue a la Vygotsky (see Hoven, 1997; Warschauer, 2000; and Kramsch, 1993; Ferry, Hedberg, and Harper, 1999). This does not deny that solitary derivation of meaning from stimulating texts and reflection on the author's meanings and conceptualisations can occur. There may be a simulation of dialogic reformulation of conceptualisations, as Laurillard (1993) would demand for learning to occur. There is not exchange between agents and there can be no spontaneous negotiation and collaborative knowledge construction when one party to the interaction is pre-programmed software – just glitzy text.

Early CALL materials, in fact, did not even attempt simulated interaction but reverted to the instructivist dissemination of information and exercises on form by the (content) expert-author to homogenised learners. Lewis (1993,152) sees controlled practice of "grammar as fact" as a

particular, rather limited kind of awareness raising activity, demotivating errors stimulating time-wasting correction.

> The most important component of "knowing the grammar" is knowledge how to, procedural knowledge. It involves the developing ability to express relationships, and to process increasingly complex grammatical forms. Inconvenient as it may be, this kind of procedural knowledge is almost impossible to practiceusing single sentence, written language (Lewis, 1993,152).

Interaction in language education refers not just to the surface of collaborative tasks and dialogue but to an underlying principle. This principle - as alluded to by Laurillard (1993) - needs to include the *concepts of negotiation, cognition and purpose. Without negotiation or sharing of meaning, there is no 'inter-' in interaction, at least not between humans.* Devine (1996) asks of multimedia: "How INTER - How ACTIVE: Do We Really Know?" in his discussion of the "instructionist" versus "constructionist" ethical positions and approaches in computational media research and development activities (Devine, 1996, capitals in original). Devine argues that while each may have its domain of validity, there is a significant under-emphasis on pedagogical evaluation.

Without thought for the potential cognitive effort and change expected of the interaction - in languages, the growth in complexity of the internalised interlanguage and sociolinguistic competence - there is no educational *purpose.* (This criterion of purpose is where educational software departs from entertainment multimedia, although clearly the border is sometimes blurred.) A pivotal issue therefore, is the nature of 'interaction' especially when education is mediated through a computer-based environment. CALL developers need *learner feedback* on the cognitive and affective (and perhaps non-social) *experience* of learning languages with computer mediation, not just *user or system feedback* on the mechanisms of software design features or interactivity.

Can and should computers take away from teachers the mundane and repetitive aspects of teaching the linguistic mechanics and leave to LOTE teachers - and learners - the higher levels of interaction, 'active and purposeful use of language', meaningful and spontaneous communication? (Meskill and Jiang, 1995). Human language and communication are both systematic and variable; exposure to ambiguity and unpredictability in language is seen as a core aspect of learning a language (Kohonen et al, 2001; Lewis, 1993). Thus, the "strategic interaction" techniques of Robert Di Pietro wherein "students grapple with what is felt as

potentially a real experience and on that basis they may imaginatively enter the scenario" (Docker, 1990,24). Docker sets up human situations rife with conflict, misunderstanding and different points of view requiring reflection and strategic interaction of learners and respect for learners from teachers (Docker, 1993, 24-5). Can even the quality of unpredictability be emulated by computer-simulated 'randomness'? Is it worth the bother? Languages themselves are notoriously whimsical and idiomatic, constantly evolving and breaking their own 'rules' as human experience requires it. Users of natural languages tend to flout the rules that prescriptive grammarians and pronunciation pedants would impose on them and these usages become part of contemporary language. Languages evolve in irrational ways, such as the names of individual humans may be applied to a machine or a place or a behaviour (a Big Mac, MacDonaldisation, Doppler Effect, etc). This affects spelling and pronunciation. It may be that as Intelligent CALL (ICALL) and interactive databanks develop, computers may be able to cope with the likes of metaphor, proverbs and figurative allusions. For now, the limitless variability of human meaning and experience encoded in almost limitless language systems (and other semiotic systems) is still beyond the grasp of artificial intelligence (Agre, 2001; Mahnken, 1995; Warschauer, 1996).

For a humanistic - rather than mechanistic - educator, it is the world knowledge ("lived experience"), people knowledge, self knowledge and language knowledge in human interaction (as Kohonen et al., 2001, emphasize) which relegate computers to the role of information tools, just media, not partners. Computer programs can be useful tools for interaction and communication just as the book and the chalkboard, photocopy machine, tape recorder, telephone and car have been. The *imitative interaction* that happens between user and machine can provide useful and stimulating practice in language forms and 'functions' for human interaction. Lee (1996) refers to his Chinese character tutor, for instance, as *pre-proficiency software*. It is rehearsal not performance (Hawkins, 1980). The computer program is the work of one designer or a team who have digitised code words, ideas, information, opinions, impressions, sounds, images and questions which they have decided are educationally valuable. Instead of a classroom and one type of interaction with materials - say silent reading - or book-based homework, the computer monitor is a presentation format for textual representations, a repository, distribution centre and workshop site for human texts, albeit multi-media texts (Noblitt, 1995b).

What the integrated multimedia or CALL package can offer is the ability to fulfill a multiplicity of the requirements of second language learning in one format - *except spontaneous*

interaction with another sympathetic human speaker of the target language (see next sub-section). Holding in mind the requirements for SLA and FLL (as outlined in previous sections), we see that computer language software can potentially provide:

- lots of 'comprehensible input' (input modified to suit the acquirer, not the competent native speaker; input graded so as always to add some challenge and to expand the learner's repertoire)
- a multi-modal learning environment in which the individual learner can immerse himself, can experiment and play with language, can seek to derive and convey meaning (to an automated response facility or a human email recipient). Besides low level drill and practice exercises with which so many second language textbooks are replete, the computer environment is increasingly able to simulate higher level, 'content driven' (Marriot, 1991) activities, an activity-based approach (as in Scarino et al.'s ALL Guidelines, 1988) or the project and portfolio approach advocated by some constructivists (e.g. Kohonen et al, 2001). Under these conditions, the learner may use the language as sound or printed text along with visual sources to manipulate meanings to do with other knowledge domains, treating 'language as content', not 'language as object'. These materials need to be motivational, to challenge the learner to deal with communicative gaps or problems by drawing on his language resource, or expanding it.

Computers can provide exercise in handling information and this involves individual reflection and meaning making but it is not negotiation of meaning in the give-and-take of conversation which contributes to overall acquisition of the target language (Meskill and Jiang, 1996). It is clear though, that the failures of the foreign language enterprise as outlined in chapter one of this study may be linked to failing methods deployed in face-to-face classrooms also. Interactive learning, the joint construction of knowledge through planned experiences may be denied or thwarted by teachers, educational systems and students (Kohonen, 2001) where unmet expectations, dimly perceived purpose or lack of motivation pertain. *Language courses can fail from too much secure structure and from too little.* Any investigation of teaching and learning in the computer age perforce is comparing – even tacitly – the qualities of CAL processes and outcomes with the traditional face-to-face delivery.

Conroy-Heale argues that in the entertainment arena the significance of interactivity lies in its social, rather than economic or technological dimensions. He believes *the active participation* of audience in story or play, "actively seeking and searching for feedback, rather than passively

observing" made older forms of entertainment experience engage "the body, mind, emotions and supra-conscious" (Conroy-Heale, 1995). For him, books, recorded music, radio, film and television promote disempowerment and loss of control, remote, pervasive and more passive observation than the unique feedback-rich experience of each conversation. "Increasingly uncomfortable with the comfort we once desired", society is moving to an age of virtual community, self determination and empowerment, reclaiming control and assuring survival through feedback (Conroy-Heale, 1995).

The interactivity factor mediated by microchip-based technology creates the opportunity to reclaim active participation and feedback-rich experiences in a global community. "However, the majority of new entertainment experiences which present themselves as interactive pay lip service to the real potential of this phenomena" (Conroy-Heale, 1995).

Conroy-Heale cautions that "navigation through data bases of content is not interactivity", and would therefore certainly condemn the Integrated Learning Systems which basically constitute mastery learning via a computer or computer network. If some learners feel discomfort and demotivation with learning from machines in such an industrial programmed learning model, humanistic approaches to education counter this by catering for the needs, interests, goals, backgrounds, divergent learning styles of individual students as much as possible, given finite human resources and energy (Hoven, 1997). Researchers (e.g. Hoven, 1997) acknowledge that language use and learning are such very human and social activities – sometimes said to be what distinguishes us from other species – that it seems absurd to relegate language teaching and learning to a machine medium. Thus we see attempts to create, in Hoffman's words, "the warm network" where L2 or ESL learners use electronic mail and other communication technologies to experience "the personal touch" (Hoffman, R., 1994, 10-13) and which "helps students assume the locus of control for their learning". All of these claims lend support to the view that there can be humanistic, not just mechanistic, educational uses of computers based on learner-centredness, negotiation and experiential learning .

2.5.3.2 Questions on CALL interaction and interactivity

Questions for this study which arise from the preceding discussion include:

- how do students view their language learning activities when engaged in CALL? Do they view the interactivity of IMM interfaces as leading to insight, choice, active participation and empowerment, as catering for diversity of interests and learning styles, as promoting the

active in *interactive*. Or is IMM just depersonalised point and click exercises and following laid-down paths that eventually lose their glamour?

- How effective do they believe the materials are in promoting growth in their foreign *linguistic and cultural* knowledge?

- How free and encouraged do they feel to express personal meanings (without assuming that all tertiary face-to-face classrooms are necessarily communal and democratic, learner-centred or foster independence and creativity)?

2.5.4 Criticisms of CALL: pedagogy or technology

It is pertinent to ask if the CALL programs on CD-ROMs and websites are living up to the promise and the excited claims, if design and evaluative principles are considered when publishers and educators rush to take part in the digital information revolution. There is clearly a need whenever new approaches or enabling technologies appear in education for evaluative research, to see if, as Godwin-Jones (1995) writes, 'it's the pedagogy, not the technology' which is dominant. Rosen (1995) similarly approves multimedia tools created for language instruction that are pedagogically - rather than technologically - inspired:

"... the operative questions in the minds of the developers was not "What can we do that's flashy?" or HOW MUCH INFORMATION CAN WE PACK IN?" (Rosen, 1995, capitals in original).

There is - perhaps as never before - the possibility that education will be techno-driven, that educators will expend vast amounts of funds on ever-more-quickly redundant machines and software simply because of its winning novelty, its obvious usefulness in so many professional, technical, industrial and entertainment areas and the relentless media hype proclaiming its efficiency (Devine, 1996; Nieuwenhuizen, 1997). Without close examination of the claims made for multimedia and hypermedia, the move from face-to-face to the interface may be rushed, rash and wasteful. After their two year study, Meskill and Jiang (1996, 5) hold that the listening, speaking and pronunciation skills are best exercised in face to face interaction, perhaps with computer based stimuli.

Hood's (2000, 125) review of "ICT, modern languages and real communicative classrooms" includes the calmative reminder that despite impressive technological advances in audio-, video- and graphic capability in CALL software, *the capability of the computer to engage in open-ended dialogue is still seriously wanting*. Meskill and Jiang (1996,1) attempted to use

multimedia of various genres as stimulus materials for pairs of learners. They report that "the machine appears to do more to get in the way of interaction than promote it", especially when documentary video is the genre being used as stimulus. Video transmits, entertains, dominates and captivates a "receiver of information" and even the problems set based on the video "appeared to take precedence over interacting with another about the problem and its solution" (Meskill and Jiang, 1996,1). The end-result of these "system-internal" tasks dominated rather than conversation and alternative interpretations. Much higher levels of intensity (complex sentences) and frequency of core speech acts (stating one's own ideas, negotiating and suggesting strategies or answers, showing emotion) occurred when open-ended simulations were based on student attention to single still pictures (Meskill and Jiang, 1996,2-4). Meskill and Jiang point to a serious drawback of many system-internal, computer programs (and other modes of "instruction"): student modification of meanings ascribed by the presentation can be discouraged and no room left for learners to express their own ideas and opinions in extended discourse.

> The two still picture applications, however, apparently invited alternative interpretations on the part of the learners. Content was modifiable because it encouraged new perspectives and new voices. The form that information ultimately takes in an open-ended design is determined by the learner, not by the system (Meskill and Jiang, 1996,4).

If student-student interaction is a goal, Meskill and Jiang *recommend open-ended online stimulus for off line tasks* involving discussion, comparing and joint composition. Parker (1998, 16) criticises cyber-evangelists with their emotion-charged beliefs that technology is the solution to all educational problems, the inevitable path to a future tech-nirvana. Parker insists on the right to question the goals of the technological elite and the validity of the frenzied rush to make all learning e-learning. The content of expensive CD-ROM's is "as limiting as it is limited", in his evaluation, the "so-called 'knowledge' " the Internet provides is questionable and just as 'pornography is no substitute for sex', so 'technology will never replace the classroom teacher' when face-to-face teaching and learning are possible (Parker, 1998, 17). Parker cites Goethe: "Things that matter most must never be at the mercy of things that matter least." For him, it is human contact, affective and intellectual connections, not cyber-links, which sponsor language learning.

Educational writers ponder whether computers could ever replicate the benefits of human expertise and the *organic interaction* between teacher and student (e.g. Cunningham, 1992).

Meskill and Jiang, (1996,5) claim that "the role of a teacher or mentor is indispensable in any learning process", especially "when learners lack the linguistic and cultural background information "to keep that conversation going". These authors privilege the teacher as model, conversation enabler, procedural guide, source of direction and questions, and as a "human voice to turn to". A computer cannot make jokes derived from things that arise in class discussion and shared with a group of students nor can a computer analyse the look on a student's face which indicates confusion or the feeling of success. It can accurately and helpfully provide a re-action – not intentional or spontaneous response - to objective mistakes in language performance. The interactional feedback is not from an interlocutor but from a computer system. The limited system can reproduce talk but not converse, it has no awareness, cannot respond to anything more than stock phrases or programmed sequences. Anything more complex than a predetermined sentence or two has to go to a human tutor. Does this mean the computer is only useful - perhaps immensely useful - only "*as a self-study tool for practising the structural/mechanical aspects of the target language*"? (Meskill and Jiang, 1996, 5; italics added)

In rebuttal of the criticism above, some researchers stress that there is much about conversation which may not be immediately evident in diadic participation. Through passive participation in conversation, listening, absorbing, being involved with plot and characters on TV, in a written text or in conversation, the individual gets much background about conversation so as to maximise engagement in the precious face-to-face L2 experience and in production (Lewis, 1993; Le, 1995). This is reminiscent of Krashen's assertion that a silent listening period may be common in language acquisition. So, in CALL there is ample scope to provide resources and conversation-monitoring experiences to provide back-up for true conversation (just as many teachers insist on preparatory reading of dialogues or articles before the interactive face-to-face tutorial). Computers in the 1990's do not yet have the capacity for the on-the-fly spontaneous creativity of human-human conversation. But they can provide - with considerable development time - microworlds where hundreds of other contextualised engagements with text are experienced and where active and purposeful use of the language medium is called for. Computers are excellent providers of confirmation checks if not so capable of clarification requests.

In a field as young as CALL, there will naturally arise conflicting ideas as to the optimal uses of new media. Hoven cites "forward-looking communicative or learner-oriented language teachers" who questioned the quality of earlier approaches to the concentration of CALL

materials on 'drill and practice' uses of the medium – or 'drill and kill', predominantly discrete-point, lock-step, grammar-focussed software developed and used for language learning (Hoven, 1997, 13). Hoven (1997) claims to embrace humanism and learner–centredness and in her concern to cater for the range of learner styles and differences, she provides exhaustive framework. This makes for security, structure and guidance for those in need of it but may appear as a "lockstep" syllabus of tasks for those who hanker for the flexibility and stimulating unpredictability of real human conversation with a human partner. The criticism arises therefore that language acquisition - perhaps the ultimate act of social cognition - cannot occur in the absence of another *intentional agency to negotiate with* nor can any *sense of community* develop with a computer partner.

"Automating instructional design, development, and delivery" (to use Tennyson and Barron's title) may produce tools and textual *objects* of use to students at a distance and for certain aspects of information retrieval but *cannot provide the intersubjective construction of knowledge* which human-human interaction does. Eye-contact, voice intonation and stress in open discussion, awareness of prior knowledge (Lewis, 1993, 26), spontaneity and humour are among an array of organic ingredients in human communication which may well be *salient* features of a SLA environment which the flat glass screen simply cannot replicate. Kohonen et al (2001) indeed criticise the communicative approaches for focussing on language use and yet not taking into account the humanness and individuality of learners. Even categorised samples of prosodic and kinesic features (Gassin, 1994) on video are not firsthand *experience* of these non-verbal "cultural codes" in human communication (Crozet, 2001,4).

In critical CALL theorizing based on L2 pedagogical principles (see in WORLD CALL, 1999), as opposed to expectation-building promotion, is the simple reminder that computers are simply tools for human beings to use, including to learn with. The glamour of new media should not distract educators from the core goals which are always about knowledge change in the mind of learners. Multimedia interactivity can provide multi-channel stimuli, can endow otherwise 'plain text' with culturally informative images and sounds, and the chance for input and choice; this is evidently a welcome improvement in tools and media over some dreary languages textbooks of earlier decades. Its value however depends on its effect on the acquisition of linguistic and intercultural skills by L2 learners, and its appeal. This is still open to question.

Le (1995) summarises Halliday's three dimensions of language education: learning language, learning about language and learning through language. CALL provides valuable and varied

informational resources for the latter two dimensions. The literature provides no convincing evidence that the first - acquisition of an internalised interlanguage for organic human interaction - can be accomplished via stand-alone IMM or CALL. Perhaps this is why the last five years have seen CALL migrate to the World Wide Web and o the inclusion of interpersonal interaction via networks.

2.5.4 Virtual worlds and learner communities

Discussing video and satellite broadcasts, Rivers (1992, 390) advises: 'We must take every imaginable opportunity for taking the language (and its learners) out of the classroom, vicariously or in reality.' This is the promise of networked interactive multimedia and the World Wide Web for languages teaching and learning. That, at last, learners can travel virtually and interact virtually with native speakers of their target languages or with their textual representations. That the 'foreign' can become familiar on every computer monitor. CMC systems can now mediate human conversations like a telephone or via electronic mail If the system includes communication with tutors, other students or others in the community or target language community, then real-life rather than contrived message receipt and generation can form a part of the learning.

These are indeed empowering tools, particularly when linked to the Internet and World Wide Web with all the sources of information they provide, the "Moo's" and "Chat" sessions, audio- and video-teleconferencing, and the many educational and reference CD-ROMs coming onto the market, and the fast developing areas of Virtual Reality and voice control. Computer Mediated Communications (CMC) providing text-based exchanges between learners and other learners and native speakers (NS) in mailing lists, newsgroups, joint web projects (active creation of web pages *by learners* for a genuine audience) comes closer to authentic communication and collaboration with a considerable degree of learner autonomy (Shield and Weininger, 1999; Blin, 1999; Tudini and Rubino, 1998). Amidst all the novelty, impressive gadgets and promise, educators must be assured that learning gains commensurate with all the effort, and complementary, equivalent to or better than classroom instruction and interaction, will occur.

Barty (1999, 26-29) holds that

> Cyberspace is the new learning environment, bringing with it a change in the form of communication that takes place between learner and teacher and

> between learners and other learners. It is a community of learners in which teachers and learners are linked by telecommunications to form a virtual class.

Osuna and Meskill (1998) argue that "as one form of access to realia, telecommunications represents a teaching tool that potentially connects learners with authentic culture. By using the Internet and the World Wide Web (WWW), students can have almost instantaneous access to a range of foreign experiences in their target language. The computer then serves as a gateway to the virtual foreign world where "real people" are using real language in "real context" (see also Tudini, 2001). These are key words for FL teachers: authentic culture, experiences, real context.

Teachers and learners will need to believe that this new medium for language knowledge construction takes into account not just the linguistic code but also social cognition and social interaction. Thomas (Pers.Comm., 2000) interviewed prospective Distance Education (DE) students for Indonesian language and "found their biggest concern to stem from the apparent contradiction of studying a language on your own when it is inherently a social activity. To try to overcome this we have set a number of measures in place to try and create a well connected learner community." *Connectedness* via computer connectivity could be a powerful motivator in FL study.

Thomas provided a personalised web site for students, tasks which required on-campus students to share work with DE students, electronic penpals in Indonesia, face-to-face weekend workshop, timetabled phone contact with the teacher, sharing of assignments which use video and audio, and regular postings on the website about Indonesian community events (Thomas, 2000). Whether as a result of research or professional instinct, Thomas has devised multiple channels to foster a sense of connection and involvement in a learning community (on this, see also Schwarzer, 2001; Warschauer, 1996). Thomas also refers to hesitant and unconfident students and "those who need the discipline of turning up for class each week and having extensive face to face contact". There were also very competent internet users who felt constrained by the simplicity of the system. We see the expectations of the teacher-manager-designer in interaction with the diverse expectations and concerns of the learners.

> In regards to the 'Virtual Community' this is a notion I'm still trying to challenge. To talk of a virtual learner community suggests artificiality to most of the students involved. It appears as an anonymous community where there is not a good deal of commitment. I've been trying to talk in terms of a real learner

community where there is a need to rely on other learners to achieve communal objectives (Thomas, Pers.Comm., 29-8-2000).

Thomas is negotiating new forms of interaction with a generation of learners who are dealing with the evolution of society, educational practice and technology. It causes anxieties and it opens up possibilities. CMC did not form a large part of this 1997 study but became important in the experience of some participants (see Chapters 4 and 5).

2.5.6 Tensions between paradigms

There exist within CALL research efforts on many fronts. This can give rise to tensions between levels of thinking or different orientations. For example,

- some CALL proponents concur with the constructivist and autonomy theorists who wish to foster dynamic, learner-centred education, privileging both independent and social cognition (e.g. Hoven, 1997; Blin, 1998), viewing language as a fluid, complex, open system for human "communicative power" and creativity (Lewis, 1993, 48, 26)

- the educational technicians wish to predict and incrementally provide for every possible learner problem by processing and presenting language technologically, as established knowledge, as a predictable received system. Of necessity, a model of a language as a fixed entity is created in a resource bank. This puts into a machine the learning schema, resources and simulated feedback created by human programmers and content providers and risks depriving learners of human contact and intentional negotiation.

According to the latter approach, 'self-directed' and "self-access" computer-based programs may just place students in front of screens, trusting that the interactivity and multimedia provide necessary input and feedback and that the students can cope. How much autonomy a learner develops, as opposed to mere automation, depends on the pedagogical design and the learner's disposition and creativity. The most advanced systems may be "adaptive" to the input of users. Online help is a critical factor in autonomous CALL (Hoven, 1997) just as much as indexes, glossaries, footnotes and chapter summaries are in a print source, and discursive tutorials are in a lecture-based course. This study does not venture into the technical but it is clear that careful study and technical solutions from Human Computer Interaction (HCI) research, alongside pedagogical research, have a vital role in facilitating and evaluating appropriate levels of learner control and, diagnostic feedback.

Hoven (1997) has attempted exactly that reconciliation of humanistic pedagogy and technical know-how, asserting that in her software package, "the learner using the package is allocated the major share of *control*, with the software package taking on more of the role of resource provider" (Hoven, 1997, 13). She sees the CALL designer as involved in *'management'* which she defines as provision of a framework which structures and presents "the available language learning resources in a manner that is easy for the learner to navigate, while at the same time providing the information necessary for the learner to make *informed decisions* about her or his learning path" (Hoven, 1997, 13). So, software is where a teacher-author-manager structures language resources and enables learners to choose pathways through many optional "task-ways" with many learning strategy signposts and manuals along the route.

CALL developers and teachers using CALL therefore find a tension between paradigms and approaches in CALL which parallels in some ways the epistemological divide between technologizing SLA and humanistic FLL. Computer Aided Instruction (CAI) emphasized teaching solutions; CAL, CALL, and CELL put the onus on learners' experience. All imply models of the learner and theories of learning. The polarity of expert views can be seen in the quotations above on cognition (of Dillon and Debski, see p.4).

Atkins (1999) titles her address: "Enhancing Learning: Teachers as 'Learning Technologists'". This sounds like anathema to humanistic education. This study does not attempt to resolve these conflicting conceptions by proving or disproving any hypothesis but rather explores learner perspectives, looking at what they perceive to be going on in their minds as they learn FL, and learn through CALL. Ultimately, any learner-centred education - technology mediated or not - must concern itself not just with the learners' cognition but also the varying expectations, metacognitive beliefs, attitudes and values which facilitate or impede that cognition.

Perhaps there is a possible reconciliation in that all sides want learners to learn. Most teachers want them to enquire, not just absorb in rote fashion for reproduction. Heppell's (1999) "learning technology" cycle of "observe, question, hypothesise, test" fits very neatly with Lewis' (1993, 6, 18-20) language learning cycle of "Observe-Hypothesize-Experiment" (rejecting the teacher-dominated "Present, Practise, Produce" paradigm) in English Language Teaching.

All SLA, FL and CALL researchers are greatly interested – not just in language as established system but also in the processes students go through in language learning, particularly the ways

they construe the processes. Learner beliefs and motivation are part of their knowledge construction. Many researchers assert that the opportunity to make their own meanings in participative interaction is an acquisition practice and motivating factor sorely needed in languages education (see Kutash, 1990; Rivers, 1990; Scarino et al, 1988; Meskill and Jiang, 1996). This study therefore seeks learner perspectives on the question of motivation and what role computer mediated experiences might play in motivation and connectedness.

2.5.7 Learners' perspectives

How language learners feel about interaction with and through the new learning technologies merits investigation as do the effects on their language attitude, interpretations of the target language cultures, knowledge construction and linguistic performance.

It is worth remembering that the advent of computers has effected a massive cultural adjustment in education (and in working lives). Learners are being offered screens in a lab or at home rather than human contact. E-learning, online learning or "flexible delivery" is the pride and financial hope of some universities. Some foreign languages classes formerly filled with flash cards, posters, human conversation and the occasional video have moved to the multimedia language centre. Do learners share Meskill and Jiang's (1996) concern that learners' voices are drowned out by the slick appeal of online film and active participation stunted by passive screen gazing?

Many complex influences and systems are at work on the disposition and the success of an individual's foreign language learning in a computer mediated environment. In the class of this study, for example, all the following factors (Figure 2.2, below) feed into the attitudes and experience of every learner. This diagram gives only a superficial sample of the complex interacting factors which contribute to the experience of FLL in class or CALL laboratory.

So complex, contingent and interwoven are the variables that writers resort to metaphors to encompass the multiplicity of factors, indeed the plurality of paradigms. The metaphors of interacting student worlds (after Davidson and Phelan, 1999, see chapter 3), discourse worlds (Wildner-Bassett, 1990) and virtual microworlds (LOGO etc) had an early influence on the present study. Warschauer (2000) has recently criticised the unhelpful separation of virtual worlds and the real world rather than the *transformative effects* of CIT's on real societies, lives, educational practices and minds.

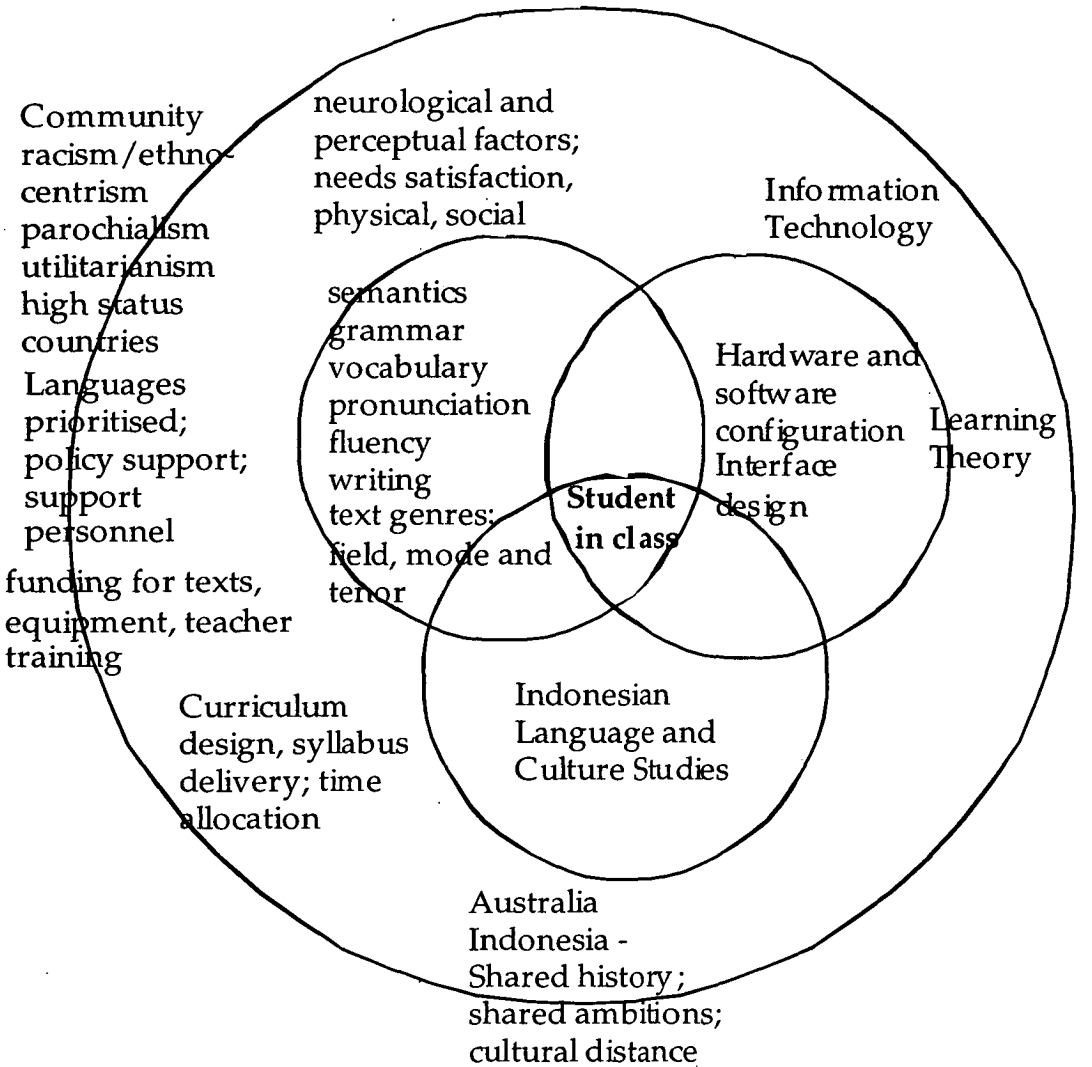

FIGURE 2.2. INTERSECTING CULTURAL WORLDS OF THE FOREIGN LANGUAGE LEARNER

Warschauer (2000) looks to an integrative CALL which allows FL learners to "exercise their agency" through meaningful choices and personal actions which have an impact on the real world. If they are truly agents, they should be able to act and to participate in setting educational agendas, not just passively consume IMM, CALL or "virtual" packaged products. Again, the input of learner perspectives is vital for such a humanistic educational paradigm. The literature supports the basic position of this study that learners' perspectives on CALL and FLL must not be so processed by researchers as to de-voiced?

2.5.8 Expectations, effectiveness and proficiency standards

Language educators may trust in computer programs because they appear to be secure, programmed, student learning eminently traceable, the language neatly modelled. This study does not attempt measurement or quantified comparisons between computer-mediated learning

and traditional face-to-face learning. However, given the responsibility to reassure clients and funding bodies that the courses offered are worthwhile and assist students to reach the goals enunciated in unit outlines - public and legally binding documents - there is an onus on language teachers not to allow their courses to drift too much past a humanistic approach into a laissez faire environment with little rigorous effort to develop and test the growing language proficiency of students. The expectations of the institution, its funding bodies and the community affect what may happen in FL and CALL classes.

So, a balance must be struck, in CALL or web-based environments as much as traditional classrooms and courses, between concern for individual styles, needs and pathways and the reliable standards which the institution and society *expects* (eg Recommendation 5.I of the Rudd report proposed the development of "a minimum agreed national standard for Asian languages teachers which would see all future teachers of Asian languages attaining minimum levels of proficiency" (Rudd, 1994). Thomas (2000b), Vice Chancellor of the university where this study was conducted, writes of "change that is influencing educational systems everywhere, [...] altering the societies in which we live." The movement in all OECD countries toward universal participation in tertiary education, "*placing students at the centre of the system*" (Thomas, 2000b, italics added). Increasing entry from "lower socio-economic groups and rural areas", whose participation rates have not been high, is fundamentally challenging 'tried and tested' lecture-tutorial structures derived from a tradition of elite education. New arrangements need to acknowledge and assist, rather than merely deplore student weaknesses, to cope with "*increasing and frequently contradictory expectations*, and be subject to ever increasing resource constraints" (Thomas, 2000b, italics added).

The perceptions and expectations of clients and stakeholders in the administrative discourse just cited above, coincide with Rivers (1988, 3) concern with learner perceptions, motivations and objectives as well as with the whole educational interest in *learner-centredness* (see section 2.3). Challenged to adapt, innovate, adopt new strategies of teaching, and make greater use of communication and information technology resources with greater attention to improved quality and relevance of studies *as perceived by clients and stakeholders*, FL teachers attempt to orchestrate interactions in classrooms which meet the perceived needs of learners while simultaneously assuring quality standards of its graduates. The foreign language teaching profession accepts, despite the immense variability within any language itself and the great diversity of learners, that standardised proficiency measures are possible. The International Second Language Proficiency Rating Scale (ISLPR) has been developed over

twenty years by Ingram and Wiley, converted for application to many languages and is even available in a "self-assessment version" (Ingram, 1992; also see NBEET Report 52, 1996). Ingram acknowledges, however, that proficiency rating is only measurement of observable language behaviour and cannot access the internalised schema of a learner (Ingram, 1992). The Melbourne Papers in Language Testing issued periodically by the Language Testing Research Centre at Melbourne University affirm that valid and reliable assessment is possible, albeit perpetually in need of criticism and improvement to match changing goals and new insights into language acquisition.

The problem in all this is that computerised or any other solutions that have high "face validity" may be neat, convenient, remove insecurity and messiness but may also deny much about the nature of humans and language by suppressing organic creativity, spontaneity, open-endedness and alternative interpretations (Lewis, 1993; Kohonin et al, 2001, Meskill and Jiang, 1996). Humanistic, learner-centred education sees human beings as ends in themselves, personal transformation as the ultimate goal of all learning, and "negotiation as the system" in language learning. In such a paradigm, computers as tools extending human capacities will be valued. If the technology determines the program and becomes more important than its intended beneficiaries, it will be rejected. McDonald (2000, v) notes the CIT revolution has come at a time when "once stable identities such as class and family are giving way to new and often difficult-to-chart experiences. New patterns of work are emerging, new technologies redefining who we are, the way we relate to others and even to our bodies all seem to be in a process of rapid, and uncertain, transformation." Humanists are about empowering learners as agents so they may explore possibilities of controlling their own transformation. Tennyson and Barron (2000) arguing the politics of learner-centredness, declare:

> One thing we can say is that the dream of some positivistic technocrats to rationalise education by the eradication of inefficiencies, such as teachers, is clearly against the declared preferences and best interests of students.

2.5.9 Conclusion on CALL

The literature provokes as many questions as it offers possible ways of proceeding in CALL and web-based language learning. Questions for this study centre on discovering much more about FL learners' views of the language learning knowledge goals, activities and interactivity proposed to them in CALL. From learners' perspectives, are CALL/web interfaces sites for diversity, active discovery and participation, connection and empowerment, or just glossy but

depersonalised point and click exercises and predetermined pathways to incomprehensible overload?

Can a computer-mediated curriculum be open to human *possibilities of developing foreign language and culture knowledge* and not ossified by the appeal to structured security (in established language and "Systems Design")? Do learners see new *possibilities* which Communications and Information Technologies (CIT's) may *enable:* flexible, variable, evolving according to their needs and intentions. Can educators and learners create *technology-enhanced curricula of possibilities*, that is exploiting the potential of books, tape recorders, cameras, computers, to fulfill human potential, to promote human learning just as they use cars to travel to campus and planes to travel to the communities whose FL and culture is studied. This is the ideal of "integrative CALL" Warschauer (1996) which enables learners to be creative and communicative and teachers to prioritise pedagogy rather than technology. Are learners motivated to use computers to access all kinds of recorded information about those FL speakers and their cultures and to *connect* to them?

Do FL learners reflect on the same issues and contradictions, for example the desire for secure knowledge and methods of language learning as opposed to the desire for unpredictability and creativity? How can teachers and researchers know what learners believe of CALL activities proposed to them? Their actions and choices on software via video and through the software itself ca be recorded. To know about their perceptions, expectations and beliefs, the FL profession and CALL designers may need more than measurement or feedback on layout and useability. CALL developers need to determine appropriacy and aspects which performance statistics do not reveal; they need to question and understand the expectations about knowledge and interaction, and the motivations, of learners in this new Information Age.

To gain this kind of understanding, Blin (1998), like Warschauer (2000), recommends "ethnographic and phenomenographic methods and longitudinal studies" to provide a full description of the technology-enhanced learning context and the type of instructed language learning taking place (Blin, 1999, 145). The next chapter discusses methodological issues and ways of gathering and analysing data about learners' perceptions of knowledge, interaction and motivation in FL and CALL environments.

Chapter 3 Methodology

3.1 Introduction outlining structure of chapter

This study aims to explore and better understand the meanings which learners of foreign languages attribute to their FL studies and their experience with CALL. It is a study about knowledge construction, personal sense making, interaction, social relationships and new educational media. Chapter 3 deals with methodological considerations and shows how the research design of this study was selected, how the data were gathered and how the analysis is appropriate to the aim and the research questions. The relationship of the research approach to second language learning theory (as conceptualised in chapter 2) is explored. The philosophical and practical underpinnings of interpretive ethnography are enunciated, shown to be valid and to be filling a methodological gap in the Applied Linguistics field (see Warschauer, 2000b,1). Limitations of this kind of research are acknowledged. Data gathering methods are explained and justified with reference to the work of other researchers within Applied Linguistics and other fields.

3.2 Subjectivity, individuality and cross purposes

It is a methodological problem for research into language learning that learning and using a language is a highly individual, personal matter (Lewis, 1993, 60) while the advent of a system-oriented linguistics over the last century led to the dominance of quantitative research methods. Despite Eubanks' scorn for "undefinable terms ... impossible to falsify" and "an almost religion-like SLA, where personal belief enters the picture in significant ways" (Eubanks, 1996), this thesis investigates precisely the impact of subjective and inter-subjective beliefs, perceptions and knowledge.

In a review of language teaching methodologies, Bernhardt (1999) concludes that the knowledge of the individual was crucial.

> Research in cognitive psychology had a great impact on the understanding of the development of comprehension skills—listening and reading. [...] sometimes learners' language knowledge was low, but knowledge of the world was high, enabling a reader to appear to be quite fluent. And sometimes language knowledge was substantial but the knowledge of a particular topic being read or heard was limited and therefore comprehension suffered. *In other words, the knowledge of the individual comprehender was crucial—and this knowledge was rarely generic (Bernhardt, 1991)* (italics added).

Language learners' knowledge, beliefs and attitude are, in fact, already well established research areas. As seen in chapter 2, language itself may be analysed through objectively quantifiable, textual artefacts, traceable processes and structured systems – an analytic endeavour which this researcher dubs the "Language Genome Project" (Mahnken, 2001). However, as a subjective and intersubjective, performative experience reliant on and determined by individual intentionality and agency, social interaction and complex cultural understandings, language learning and use also requires qualitative study.

Language learning research therefore can follow different paradigms. With a "hard science" orientation, language learning is understood as the acquisition of lexico-syntactic, semantic and discursive rules, facts and procedural practices (as in the GTM and other structuralist approaches outlined in chapters 1 and 2). It can be regarded as process, an always evolving competence and understanding in the mind of human communicators in that language medium, certainly, in part made up of propositional knowledge of sounds, written symbols, words, meanings, clauses, sentences, rules, socio-cultural conventions, pragmatics, and a canon of texts or genres (see the interactionist paradigm, Ellis, 1985). Language learning theorists and teachers may confuse simple exposure to *past* analysis of propositional, linguistic information as identical to or sponsoring *present* competence in that language (see Lewis, 1993, 59-60). It is evident, however, that the anthropological linguist or philologist may tape record and analyse a language thoroughly but never develop a communicative or intercultural competence with that language. A student may do the same if the FL teacher continually expends class time on explication, analysis or rote learning rather than active use of the foreign language to convey authentic messages, share and develop meanings and carry out contextualised purposes in real(istic) situations imbued with learner intentions.

SLA-derived research based on the technologizing of language only has predictive power within its own self-defined "narrow morpho-syntactic confines" (Ellis, 1985, 289). Looking for sytematicity in "many odds and ends, bits and pieces of learner's language," (Lightbown, 1984,285), it does not venture into the "subjective context", the life world of language acquirers (Kaikonnen, 2001, 107). All our evolving epistemology of SLA and FLL/L2 pedagogy needs to go beyond research which treats learners as "experimental subjects", homogeneous linguistic machines, to investigate their motivations, their reactions, expectations, lay conceptualisations or folk theories based on their prior experience and knowledge.

The strand of language learning research which involves the intentions, expectations, beliefs and preferences of learners is often associated with learner autonomy and experiential language

learning. It is in this humanistic paradigm that the present study is located while not rejecting outright the findings of SLA. Like Lehtovaara (2001, 160) this thesis accepts normativeness - both linguistic norms and the norm of a value-laden human enquiry. Yet, given that, we must still ask in a spirit of open dialogue, as does Lehtovaara (2001): "How does the student experience this particular situation, relationship or event?"'

If we reject a reductionist approach, how do we research a situation of conflicting values and epistemologies, in which policy makers, theorists, teachers and learners may often be *at cross purposes* (e.g. Barcelos, 2000; Lodge, 2000; McKay, 2000)? The aim of this study is to seek data on the ***purposes***, perspectives and beliefs of the last party mentioned: foreign language learners. This chapter outlines and justifies the qualitative research methods adopted to investigate individual learners' perspectives on foreign language knowledge, interaction and connectedness.

3.3 Enquiry paradigm

This thesis began with some general problems in Foreign Language teaching and learning to do with the social and institutional context of FL in Australia, with the possible disjuncture between teacher and learners expectations, and with a discipline bursting at the seams with conflicting theories and approaches contesting for teachers' attention and too many goals to achieve in limited learning time (Lodge, 2000).

In the literature review, we looked at theories in SLA, FLL and CALL as well as some general learning and cognitive theory (viz the constructivists). Gaps in the knowledge base have been identified (section 2.5) which in turn help to delineate the concepts to be investigated in this study. These concepts - grouped under the three major research questions - have guided the data gathering process. The data gathering is also guided by a methodology, a system of data gathering based on a underlying philosophy, a view about reality (ontology) and a view about knowledge (epistomology).

The scientific approach focusses on finding definitive and reliable answers by uncovering pre-existing truths and processes in the universe through constant reference to agreed frameworks. A humanistic approach is predicated on the existence of human self-awareness and intentional agency. The latter implies a freedom to negotiate and create one's own life, meaning and shared culture, not simply to be an automaton determined by innate processes or "agreed frameworks" (Lewis, 1993, 60). The socio-cultural perspective of Vygotsky sees creative individuals and multi-layered, multivoiced society as mutually constitutive elements of a single interacting system (Sakamoto, 2001, 43-47). The rationalist, Descartes, proffered a premise

for belief in human consciousness: "I think therefore I am." The positivist project undertakes to analyse "I think" (dissecting physiological consciousness, cognition and language), uninterested in "I am". Humanistic education – not irrationally ignoring the findings of science – explores how human minds constitute reality, in how we perceive and construct experience and knowledge (who, what and how "I think I am"), and does not resile from "why" questions. Science largely delimits itself to "what" and "how" questions. Unlike social Darwinism, a humanistic philosophy assumes that humans can be agents of their language and their discourse, not simply recipients of structural, textual or discursive determiners. FLL research in this mode of enquiry seeks to understand the "I am" of FL learners and CALL users: how do they perceive themselves, the textual artefacts and ideas, the interactional and discursive practices and environments proposed to them? What do they make of it all? Non-reductionist, qualitative research can promote the evolution of a more grounded FL theory and practice rather than either prescriptive theory or unfulfilled rhetoric about "learner-centredness". A humanistic enquiry grounded in lived experience will not necessarily be definitive in methods, data or results: human experience is messy, existential and personal as much as it is shared, standardised, structured and generalisable.

There are many different types of enquiry paradigm, such as realism, empirical positivism, exploratory, interpretive and hermeneutic paradigms. Each selects data gathering procedures to suit its form of enquiry. The Case Study Approach is one method of data collection which makes use of instruments similar to anthropological tools such as (participant) observation, document and artefact collection and analysis, perhaps research questionnaires and interviews (Trimarchi, 1999).

Anthropology, the study of humans, is based on a belief about knowledge of humans: to say we *know what humans are like*, we need to observe their behaviours, examine their artefacts, mingle and participate with them, relate with them, to hear their *voices*, read their texts, and to attempt to divine what it all *means to them.* If we then represent one human or a group to others, the reliability of our interpretation is staked on allowing the voices of the original people studied to "speak for themselves", not to be entirely smothered by our second-hand interpretation of them.

Yet after data gathering must come data analysis and interpretation. If the researcher were working within an established model or seeking to develop one akin to the physical sciences, the study would define constructs - explanatory girders in the conceptual edifice - out of closely defined "units of analysis". A unit is a point on a scale. This kind of modelling is a closed and reduced system; it often relies on quantifiable data, on isolated variables; it yields

hypotheses or laws generalisable to a whole population or system; it can be reliably tested and retested.

A complex, open system, by contrast, calls for qualitative and descriptive research which may generalise to theory but not to all populations. Qualitative research is theory building or "explanation-building" but rarely predictive. It more often derives its (synchronic) reliability from triangulation of sources of information, intensity of observation and participation in a site. There may well be aspects of massively complex, open systems (like global economy, weather systems, human language learning, philosophy, social and meaning systems) for which no unitary theory can ever entirely account. Hence educational anthropologists Davidson and Phelan (1999) resort to terms such as "Multiple Worlds Model" and "constellations". Constructivists and evolutionary realists work towards more comprehensive understanding, theories that *fit observed reality*, but always cognizant of the unpredictability of organic experience, of the "vast black holes of unanswerable questions" (Brown, 1987).

Methodological choices depend on the goals of the study which derive from "the very basic assumptions underlying our research: which paradigm(s) do we subscribe to? It is only once this is established that one can start considering definitions, goals of research and ways of measuring beliefs" (Kalaja, 1999). This research assumes an ontology in which human learners are intentional agents, not objects or machines totally pre-determined by genetics, environment or discourse (in light of some postmodern assertions, it seems necessary to declare this assumption). It assumes that life and learning are effected in a constant interplay between structured systems (such as the biological body, languages and cultures) and human intentionality and agency (expressed in desires, motivations and expectations). It subscribes to a view of living language whereby "fixed meanings, signification and usage, are resources which both restrict and facilitate the creation of evanescent, negotiated occasion-specific meaning. [...] Language acquires meaning, however ephemeral, in use" (Lewis, 1993, 60-1).

There are many levels of human reality. Which levels of analysis are appropriate depends in any particular case on the problem in question (Azevedo, 1997, 218) and whether the researcher is interested in causes or reasons. This study does not delve into atomistic analysis of linguistic units or cognitive constructs except insofar as the data from participants points to them, nor does it delve deeply into computer systems. It locates itself at the level of reality indicated by the learners' perceptions, broadly, the reality of interaction in classroom and computer laboratory. Through their textual and spoken reflections, the study also looks for the mental reality of ideas, expectations, conceptualisations and reflections which inform foreign language learner decisions and actions.

This research then is not just theoretical but also "world based" in that it is conducted by a teacher practitioner as participant-observer in the changing culture of a particular technology-enhanced language classroom (in 1997, in Australia). McNamara has argued

> The potential of technology might be almost infinite, but its success depends to a large extent on the role given it by the teacher and it might be suggested therefore that *in teacher generated research* lies the future role of educational technology in the classroom (McNamara, 1985, italics added).

Much multimedia, CAL, CAI and early CALL evaluation concentrates on the medium and whether it performs to expectation. Educationists like Reeve (1996) focus on needs and goals analysis which Candlin (2001) sees as "well-worn and superceded" by the negotiation approach of Kohonin (2001).

Pham is one IT researcher who advocates "quality evaluation" of educational multimedia systems from both technical and cognitive perspectives (Pham, 1998). Pham summarises Alexander and Hedberg's (1994) four main approaches for evaluation: objective-based, decision-based, value-based and naturalistic. The first three approaches concentrate mainly on the product and its outcomes, and do not deal with the effects on users explicitly. The naturalistic approach, on the other hand, is concerned more with users' *views, interests and experiences*. Information in this case is generally obtained through observations and interviews of users verbally or through questionnaires.

> It has been argued that traditional quantitative data analysis based on objective measures such as learning outcomes is not only too limited but tends to categorise people into fixed types with different abilities (Pham, 1998).

Pham cites Hager and Butler (1996) who suggested that a more effective assessment model should focus more on the categorisation of tasks, the cognitive development of users and their competency within a wider context than just on the achievement of a specific task. This context may include areas such as skills in problem-solving, application, analysis, synthesis and in cooperation with other people. The belief underlying this model is that individuals have capacity to develop and improve their performance through learning. A purely quantitative model therefore would be insufficient for assessing such purposes (Pham, 1998).

She concludes that guidelines to assist with the development of educational multimedia systems must involve both technical and cognitive perspectives if future products are to be more innovative, imaginative and exert deeper impacts on learning strategies and effectiveness.

Pham's "competency within a wider context" recalls the many linguists who hold that language competence is "more than the sum of the parts" (see Perkins, 1991). Suspicion arises that reduction of learning, and research into learning, to atomistic or measurable items - fruitful research strategy though it be - is yet to neglect much of the nature of language and language learning as organically experienced by people. Pham is not afraid to discuss underlying *beliefs* and to suggest the multimedia evaluation paradigm is in need of a more inclusive and holistic framework.

3.4.1 The need for a qualitative approach in FLL and CALL research

Two leading Second Language Acquisition researchers in the United States of America called for two research agendas. The first is the broad and complex study of the nature of language, of language processing, of how learners develop an interlanguage, of competing theoretical models of second language acquisition processes (psycholinguistics).

> The second research agenda should be constructed of theory-driven qualitative and quantitative applied research studies which concentrate on improving our understanding of the effect of choosing from among particular instructional design features (Larsen-Freeman and Long, 1991, 332).

The present research - with its particular attention to computer enhanced language learning - aims to make a contribution in both theoretical and practical agendas: to explore learner perspectives of knowledge, interaction and motivation in a computer assisted language learning environment.

Jonassen and Reeves (1995, 29) reiterate the principle that 'the use of cognitive tools will likely result in greater learning if they are used in the context of solving some kind of problem that is meaningful to the learners. However, the *meaningfulness* of the context may also provide a researchable variable.' Similar views are often found in language teaching/learning theory and practice in the communicative approaches influenced by socio-linguistic research. It is *communicative intent,* according to ethnographer of communication, Hymes (1972), which drives language acquisition and use, with the implication that this should be exploited in instructed settings by focus on meaning rather than - or at least more than - form.

> From a constructivist perspective, it is also necessary to assess the learner's perspective. *Understanding the sense that learners make from studying any content domain may be far more informative* than comparing the student's knowledge to the teacher's (Jonassen and Reeves, 1995,29) (italics added).

Some second language teachers and theorists assume that if they make room in the interaction of face-to-face classrooms for student meanings, experiences, opinions and narratives, the students are more likely to be motivated, to engage with their fellow students and teacher, and to construct, attend to and retain the linguistic devices and strategies needed to negotiate, represent and interpret meaning (Dobson, 2001; eg Kramsch, 1993; Kohonin et al, 2001; Lewis, 1993). Wills (1996) insists on the same for *humanised multimedia.* All of these assumptions reinforce the need to *investigate individual intentionality and sense-making* by foreign language learners.

3.4.2 Learners' voices

The conclusions of experts on both sides of the communicative/structuralist or form/meaning debate are well aired in the literature (see chapter 2). Seldom in the literature do we find learner comment on these strategies or on the definitions of second language knowledge which the experts have selected. In a profession which continually meets with rejection, failure and a judgement of irrelevance from its students (Worsley, 1994, 50), whose own internal critics describe it as 'gardening in a gale' and 'searching for panaceas' (Hawkins, 1980), it would be understandable for researchers in that field to avoid lines of enquiry which might be all too frank, harsh and embärrassing. A siege mentality in the language teaching profession may even influence the research effort towards defensiveness, towards seeking to justify its shortcomings and patching over cracks, or a protective reductionism. Honest, objective, open and rigorous research into learner perspectives may not shrink from unpleasant evidence and facing problems.

Denzin and Lincoln (1994 ,3) refer to one strand of qualitative research in the following terms:

> The *bricoleur* understands that research is an interactive process shaped by his or her personal history, biography, gender, social class, race and ethnicity, and those of the people in the setting. The *bricoleur* knows that science is power, for all research findings have political implications. There is no value-free science. The *bricoleur* also knows that researchers all tell stories about the worlds they have studied. Thus, the narratives, or stories, scientists tell are accounts couched and framed within specific storytelling traditions, often defined as paradigms (e.g., positivism, postpositivism, constructivism) (Denzin and Lincoln, 1994 ,3).

It would seem apt that an investigation of student perceptions of language learning interactions and computer interactivity, should be in itself an interactive process: the participants and the

data influence the data gathering and analysis. Schwarzer (2001, 53) discussing his style of inquiry and negotiation-based curriculum declares: "In a negotiation, each party explains his or her own perspectives." This study seeks to redress the lack of learner perspectives given voice in the FLL literature while not basing itself on a pure perspectivist ontology (see further in 3.5 below).

This is not to claim that valid results could only derive from qualitative research techniques such as participant observation, interview or grounded theory, or from paradigms such as phenomenology, ethnomethodology, hermeneutics or survey research (see Denzin and Lincoln, 1994 , 3). Quantitative research using the classic pre-test, treatment and post-test procedure may establish causal links between, for instance, computer-mediated language learning behaviours and (carefully defined aspects of) language proficiency outcomes. However, the difficulty of selecting out and controlling for the huge number of variables in language learning leads to an artificially reduced research setting. The adoption of a more qualitative, holistic and interactive approach may be characterised as a search for

- the meanings students attribute to their learning experiences, the environment, materials, tasks, technology and people
- their reflections on how their disposition to the environment, materials , tasks, technology and people affect their acquisition of language and proficiency gains
- their sense of connectedness (Davidson and Phelan, 1999) to the language and culture and its speakers and to the FLL enterprise
- student perceptions as to how learner-centred are their studies in classrooms and computer laboratories

Rather than allow the myriad facets of language learning to impose a reductionist paradigm on the research, a conceptual framework was constructed from the literature and the research questions. Given that learner-centredness (ALL Guidelines, 1988; Kohonen, 2001; Lewis, 1993; Rivers, 1990; Tennyson and Barron, 2000;) is a precept of many language curricula, rather than allow an anonymous, stereotyped or idealised student model to dominate the research, a framework acknowledging the individuality of the students is attempted. The SLA, FLL and CALL research agendas need to be balanced if they are not open to the charge of overly reductionist ('the mind is a mechanism - just look at the parts') and deterministic ('the language system rules'), neglecting a linguistic and educational analysis which insists that *student agency and meaning-making be taken into account.*

This study investigates whether there need not be a dichotomy: whether individual intention, autonomy, choice, control, a democratic learning environment can be enacted through the reliable structure provided by linguistic, cultural (educational) and computer systems.

3.5 Learner perspectives

Researchers and teachers assume they know a great deal about student perspectives from their own years as students themselves, from years of classroom teaching experience, observation, interaction, reflection and professional development, absorbing the insights and empirical findings of their profession (see Jansen, 1983, on foreign language teacher socialization). Educational researchers may or may not rub shoulders on a daily basis with students but they rarely privilege the voices of their students in written accounts. This constitutes a serious gap in the literature.

In second language learning there is little in the way of large scale or deep studies of student views of their second language learning. The Leal Report of 1991 titled *Widening Our Horizons* is one of few Australian studies which makes significant use of direct quotation of student reflections. It is worth looking at its methods and its findings briefly. Like other studies it cites, Leal's Report presents student views as to why they are studying a LOTE, career expectations, details of sex, age, ethnic background and in-country experience. Much is made of attitudes to language training in business, finance and industry (Leal, 1991,9-17), past attitudes as regards political and strategic needs (Leal, 1991, 23-28) and changing perceptions as to language needs in science and technology (Leal, 1991,39-43). The technique used to gather the data is the survey with rating scales and the results are elaborated statistically and then interpreted. Yet the Leal report only specifically treats 'attitude to courses' in one paragraph (Leal, 1991,120)!

Perhaps it is assumed students share, are influenced by, or aspire to, the views of the professions. Leal also conducted a survey of third year language students (Leal, 1991, Vol II, p.334 ff) using questionnaire techniques to elicit 144 students' views on goals, satisfaction levels, intended careers, changes desired in courses, and other factors. Interestingly, in Hutchinson's presentation and interpretation of results, after a swathe of comparative statistical analysis, he concludes "a sense of one's own ability is clearly important", that is "*academic self-concept*" while his Factor Two is "home and family related matters" or the "Impact of private Life" (Hutchinson, in Leal,1991,389, italics added) which influences choice of institution, presence of friends, confidence about overseas travel. This overlap between students' public and private lives links to Phelan's multiple worlds construct and reinforces the

significance of research into the personal perspectives of learners if we are to understand their learning.

Leal's study is essentially about policy formulation and therefore is on a different plane from language learning theory although the two ultimately intersect, along with teacher and student agendas, in classroom practice. Although ample studies exist of learner L2 output (written scripts, tape recorded speech) to be studied for performance quality, task fit, intake of rules, discourse cohesion and the like, it is difficult to find research which elicits the perceptions and conceptions of students directly from the language classroom or the solitary learning experience. Even discourse analysis which entails fine-grained analysis of learner-produced texts is more likely to comment on the emergence of particular forms or use of cohesive strategies than the epistemological implications from learners' perspectives. Ethnographic data of second language classrooms at work, using participant-observation techniques such as 'think-aloud protocols' or 'action-reflection-discussion' seem to be neglected. Furthermore, such 'inside information' from Computer Assisted Instruction and CALL is even more sparse. Often in CAL research, computer logs or user trails are analysed for frequency counts after which interpretations about interface usability are attributed to the statistics.

Wildner-Bassett (1990, 141) writes that even when

> data is collected by recording face-to-face interactions between native speakers of a language and learners of the language, and/or classroom interaction ... a very fertile source for relevant and exciting findings ... the conclusions drawn about the data by the researcher are in turn subject to the interpretations which are filtered through the particular researcher's own sociocultural orientations.

She warns that in seeking validity in our findings about the nature of interactions, "interpreting data on multiple levels is very important for drawing conclusions about pragmatic aspects of non-native speakers' interlanguage, whether acquired or learned".

Wildner-Bassett is still talking about analysing language itself as product, or learning processes, *not learners' views* of all they are undergoing. The language teaching and research professions - with their "sociocultural orientations" towards code and cognition - lack empirical data on learner attitudes as feedback for their enterprise. In particular, it is sound practice to listen to and reflect on learners' perspectives about their learning as influenced or mediated by innovative approaches (eg with the recent revolution in information and communications technology) before massive nationwide commitments are made to them (see *The Implications of Technology for Language Teaching*, 1996).

An interpretivist research paradigm which gathers data from the actors in the field complements the kind of quantitative studies often conducted in information technology studies. Even in Information Systems (IS),

> there has been a general shift away from technological to managerial and organisational issues, hence an increasing interest in the application of qualitative methods (Myers, 1998). (See below 3.1.6 Interpretive research.)

As mentioned in 1.8, Goodfellow and Laurillard (1994) outline previous attempts to use data generated in the interaction between learners and CALL programs: analysis of the frequency and quality of student errors or description of students' monitoring strategies through keystroke data.

"But the problem is that, however thorough and detailed the computer's record may be, it doesn't describe what the learner thinks s/he is doing" which can lead to misconceptions and suspect interpretations of results (Goodfellow and Laurillard, 1994, 20). Thus these authors argue the need to

> 'take into consideration *the subjective data* of the learner's approach to the task, if we wish to interpret the data we collect in terms of the learning process. [...] In CALL it is based *on their perception of the task as represented by the interaction design*" (italics added).

We can find reports on what students do (or are meant to do by course designers) with embedded Italian films (Tudini, 1997) or the Sydney University multiple video windows (Barbaux-Couper, 1997). What do the students think they are doing, or are meant to do, in CALL or face-to-face classes? Do they simply handle information and leave it to nature to convert it into knowledge? How do we evaluate the impact of these materials and activities not only on language acquisition but also language and intercultural attitudes?

Quantitative methods must always specify certain variables to be measured, reducing the complexity of lived reality to manageable limits. Reductionist methods can specify such tightly controlled variables that they lose validity for the whole situation. Qualitative data from exploratory research, on the other hand, may be so unspecific that they fail to demonstrate what is significant or new. Where an experimental design may fail to prove its hypothesis, a qualitative study may yield no advance on theory even though it offers valuable experience and reflections to the researcher. The present study describes learners' personal perceptions and anxieties about language learning goals and interaction style in a mixed face-to-face and

CALL environment (see Chapter 4). In section 3.6, we look more closely at what is meant here by interpretivist and ethnographic methods.

3.6 Interpretive research

Kaplan and Maxwell (1994) argue that "the goal of understanding a phenomenon from the point of view of the participants and its particular social and institutional context is largely lost when textual data are quantified". It is not statistical significance of educational phenomena but *the significance for intentional participants* which this study seeks to investigate. The qualities of the second language learning experience *according to those experiencing* are of central concern here. Which then of the many kinds of qualitative research best suits this study?

In interpretive studies, the researcher may go into the field with questions in mind but is not seeking to prove hypotheses via numeric data analysis. The qualitative researcher allows the participants and their interactions in context to yield the data, acknowledging from the outset what his/her interests and thus biases may be - to himself, the research participants and audience. This study is grounded in the discovery of learner perspectives on the *meaningfulness* of a specific multimedia CALL course through which it is proposed they can increase their second language proficiency. Following Jonassen and Reeves (1996) and Davidson and Phelan (1999), this researcher asks "what sense do these learners make of the program? What do they think is going on here?" (Phelan, 1994). What is their sense of connectness to the multimedia materials, the mediating environment, the learning goals and process? Is there any room for the personal?

In this study, some juxtaposition of computer-mediated with face-to-face classroom interaction is inevitable (the participants frequently drew comparisons) yet this is not a formal comparative study which seeks to demonstrate through numeric measurement greater effectiveness of one language learning approach over another. This researcher enters the study with an array of perceptions and questions derived from the fields mentioned in earlier chapters. What has become clear in the literature review is that language acquisition and use is an immensely complex, personalised human activity. The reduction of this experience to numbers, for instance through scales or frequency distribution graphs, is useful for some purposes. It gives the impression of capturing the reality for sizeable populations and describing it in the valid, reliable terms of mathematical measurement. This approach is often used to make generalised predictions about a generalised, model learner and an abstracted language code and learning context.

Scott (2001), for example, used scaled responses to closed questions to test a number of hypotheses relating to the *perceptions* of students of their experiences in studying through the medium of online delivered distance education. Scott's results showed that the students expended more effort in using the online learning system, largely through difficulties that they experienced in using the software and through computerisation problems. However, they still viewed online learning favourably after they had experienced it regardless of a perceived lack of immediacy in feedback, computer and environmental ignorance. "Free form comments were also collected from the students and these were used to better explain the causes of the results obtained from the hypothesis tests" (Scott, D., 2001).

A quantitative approach falls short in elaboration and interpretation of the subjective and inter-subjective aspects of human interaction, in those aspects of discourse - sense-making and negotiation of meaning - which are not just code processing. Human intentionality or agency (see Warschauer, 2000), meaning construction and 'languaging' may be studied through the scientific approach of logical positivism (e.g. the controlled random-sampling experiments of psychology and sociology). Yet so many variables of organic human language use - and learning - defy control and surpass even variable systematicity.

Experience, experiential learning and interaction are constructs not easily testable or measurable by quantitative methods. This does not imply it is unhelpful or invalid but rather that the combination of such hugely multivariate constructs (and worlds of lived experience) as language, learning and teaching cannot be adequately described by reductionist quantification alone. The isolation of atomistic features of one aspect may provide a secure research variable but be so far removed from the lived experience as to be meaningless to all but researchers in that reduced line of enquiry. Trimarchi's (1999) description of the problems and ways of dealing with "complex open systems" reminds us that inductive and exploratory studies of the qualities of interaction, anthropological investigation of the nature of the experience, are still realist, empirically based and valid. Critical or interpretive ethnography does not just provide accounts. It explores phenomena and lived experience, elaborates, narrates, categorises, proposes units or themes for analysis, new constructs and perhaps new models (see results in 5.3.1).

In Information Systems, which could be expected to be a "hard science" domain tightly bound to quantitative research, we find increasing interest in qualitative, interpretive or "intensive" research (Myers and Walsham, 1998).

> Interpretive research can be distinguished from other kinds of research by the underlying philosophical assumptions which guide the work.
>
> Interpretive studies generally attempt to understand phenomena through the meanings that people assign to them and interpretive methods of research in IS are "aimed at producing an understanding of the context of the information system, and the process whereby the information system influences and is influenced by the context" (Walsham 1993, p. 4-5). Interpretive research does not predefine dependent and independent variables, but focuses on the full complexity of human sense making as the situation emerges (Kaplan and Maxwell, 1994).

The interpretive perspective in IS examines the relationships between people, organizations and information technology using many research methods: case studies, ethnographies, action research and grounded theory (Myers and Walsham, 1998). These researchers seek "critical perspectives on advanced information and communication technologies, with an emphasis on their organizational and social implications and management". It is difficult to depict and analyse "relationships between information systems and technologies, organizations, management and society" using quantitative methods alone.

The present study likewise is concerned with social relationships in learning a foreign language. The construction of a new *interlanguage* is usually - not always - a strongly social activity. If its goals include communicative skills and new cultural understandings, then learning in isolation at a distance is likely to present problems and demand attempts to compensate via virtual community (Thomas, 2000).

Thomas' experience demonstrates the massively complex mixture of human (linguistic, social, personal) and technological variables at work in such a learning context. To research it by only proffering the sort of rating scales evaluation survey so often used in education is to ignore many dimensions of the experience, especially the perspectives of the insiders in their own terms. Those perspectives then need to be exposed to interpretation by a researcher who makes clear his conceptual framework. It is the enquirer's task to make *etic* (experience distant) sense of the *emic* (insider) data for an audience outside the research site (Kirk and Miller, 1986,38) In this study, therefore, as in other qualitative research design and analysis (eg Miller and Ginsberg in Freed, 1995) both description and interpretation of results are interleaved in chapter 5.

Warschauer (2000b,1) states that "researchers in education and applied linguistics are increasingly turning to interpretive qualitative approaches, such as ethnography, [...] but thus far few ethnographic studies have been conducted on uses of technology in the language classroom". Slembrouck (citing Duranti & Goodwin 1994) describes an "ethnography of speaking" which studies settings and events that constitute social life, no longer content with analysing language as an encapsulated formal system that could be isolated from the rest of a society's culture and social organisation (see also Robinson, 1998). Slembrouck (1998) reports on the shift among linguistic anthropologists from "salvage linguistics" and "salvage ethnography" (ethnographic fieldwork and description among indigenous peoples, memory culture and dying languages) towards contemporary situations of contact (with governments, other communities, private companies, bureaucratic institutions, etc). There is now a focus on the role of language in the formation of communal identities, literacy, language rights movements, socio-economic survival in a wage-labour economy, struggles over economic resources, current social dynamics and "what losing a language means for those who face that loss". In quite a number of cases, this shift in perspective has foregrounded inequality, power relationships and (language) ideologies and "a commitment to the study of language use as situated - institutionalised - practice" (Slembrouck, 1998).

Much of this is pertinent to the present study which seeks to understand what *gaining a language* means to Australian FL learners in institutional settings, what ideas and ideologies *motivate* them, what are their perspectives on the dynamics of *power and decision-making* in classrooms. If Warschauer (2000), Kohonin et al (2001) and other CALL and autonomy theorists and constructivists posit a new FL education which can be personal, experiential, allowing learners to exercise their agency in the real world via the new CIT's, how do learners view these changes undertaken on their behalf? It is imperative to gather and interpret their perspectives.

The present research approach draws from ideas in grounded theory, critical ethnography, educational anthropology, from "multiple case studies", general interpretivist and constructivist research, and evolutionary realism. This study is best labelled *an interpretive ethnography* of CALL. Ethnography because it is above all concerned with depicting people, with their "deeply ingrained ideas and values" and "different ways of looking at the world" and with "the most mundane aspects of everyday life" (Hendry,1999,1). This study considers also the environment, the tools, the culture, the others with whom the participants interact. It is interpretation of the culture of knowledge perceptions, of prior and changing expectations,

of learners' own views on their interactions and motivations, which this researcher finds likely to give a new contribution to FL and CALL theory.

Hendry (1999, 3) explains the anthropologist's ways of gaining knowledge by going to live with the people they are interested in for a year or more, to "find out exactly what it is like to be a member of the society in question" through participant observation. The anthropologist looks at routines and rites, trying to get inside the experience of the people.

> An important part of this exercise, more technically though rather quaintly known as fieldwork, is to learn the language of the people concerned. [...] for otherwise communication would have been well-nigh impossible, but it is essential anywhere to gain an understanding of the way the world is seen and described by the people concerned" (Hendry,1999,3).

This educational study has very similar aims to anthropological enquiry and accepts the principle *that one must learn the language of the learners concerned* to gain an understanding of the way they experience and describe their language learning world. An ethnographic study seeks to observe, to listen, to participate, and to describe and interpret the values, ideologies, myths and classifications of the world. Anthropological methods of gathering data have been modified (as described in data gathering procedures, 3.12) for this study. In light of the field experience, of what he has learned from participants and informed by the background conceptualisation and ongoing reflection, the ethnographer must go beyond mere description and narration to interpretation.

3.7 Vast Black Holes of Unanswerable Questions

The literature review indicates that there are not just gaps in the present knowledge of SLA and CALL, there are still whole chasms of unknown areas. Brown (1987) concluded for the whole enterprise of second language teaching and learning:

> In a field such as second language teaching, we are daily faced with situations for which there is insufficient data for a full analysis. In our universe of complex theory, we still perceive vast black holes of unanswerable questions about how people best learn second languages.

(See also Lewis, 1993; and 'Learning with software: pedagogies and practice', 1996). The themes, trends, unresolved questions and controversies have been reported in Chapter 2 and a summation attempted of current theoretical knowledge. This interpretivist research methodology seeks to address through a closer account and analysis of learner perspectives

the neglected question: can learners inform second language learning theory and contribute to a principled and flexible pedagogy for the development of CALL programs and practices?

3.8 Critical look at appropriacy of 'expert' pedagogy

Baldurssen (1990, 105) has written:

> The central question about the place of computers in the curriculum is not whether one is for or against computers in education, but to define the human and educational criteria and priorities that can make a *truly human use of the computer* possible. Such a *critical look* will be the first step in beginning to make much needed distinctions between what is appropriate and what is inappropriate, between what is helpful and what is damaging, *in the use and significance of the computer for different purposes and for different types and ages of students.* The question is whether there exists a pedagogy proper to this task [italics added].

In researching computer enhanced pedagogy, discussion arises about expert versus novice perspectives (e.g. Levy, 1996) and changes of role for the teacher and learners. Underwood writes that in her survey comparing American Sign Language (ASL) fingerspelling characters, "beginners find many similarities that 'experts' don't see. That means that those of us who teach -- the experts -- don't see the same things that the beginners do!" (Underwood, 1998). Obviously the perspectives of 'experts' and those of novices differ; in the difference lies the possibility of inappropriate or simply erroneous assumptions. Decisions made by the more powerful teachers in educational relationships and settings can cause confusion on the part of the learners (Underwood, 1998). It is ironic if in FLL and CALL, communication oriented spheres of education, there is a lack of communication between teachers committed to learner-centredness and the learners. Such a shortcoming or disjunction in FL educational practice and especially in CALL - genuine attention to the voices of learners - is a philosophical justification for this research.

It is also a necessary aspect of the justification of any research method that the data gathering method used is shown to be valid to the questions asked. This study assumes (as elaborated in the first two chapters) that:

- much about instructed second language acquisition (foreign language instruction and learning) is only partially understood by educational psychologists and linguists
- that much classroom LOTE practice is based more on teachers' professional socialisation and systemic constraints than attention to theory (Jansen, 1983)

- that it behoves any teacher adopting and employing CALL - itself developed on a still shaky theoretical base from CAL/CAI - to gather as much data as possible about learner perspectives, thoughts, feelings and reactions to the new medium and the advantages or disadvantages it brings to the language learning enterprise

- that an almost infinite number of research questions might be posed to learners but that several critical areas stand out from the literature and this researcher's experience:

    • knowledge construction - how do students see their own interlanguage development in the computer environment?

    • motivation, engagement - how is learners' sense of connectedness to the subject-matter affected by the computer interface?

    • interaction and interactivity - are computers, IMM and the World Wide Web enabling tools that sponsor experiential and dialogic education?

None of these questions can be definitively answered with yes/no options or by numbers resulting from measurement. Gathering qualitative descriptions, ethnographic stories from the field, interviews and questionnaires will provide valid "insider" responses to the questions for interpretive analysis.

3.9 Quantitative and qualitative validity

The dichotomy between quantitative and qualitative is never absolute. Quantitative research often investigates qualities or attributes of lived experience, although it may label them variables. What is measured against a Likert scale or some other metric, often sieved through a statistical process, may be the same dimensions of an issue or problem (e.g. learner characteristics) about which the qualitative researcher gathers different data (with an onus on learner dispositions, attitudes or meaningfulness).

The latter research methods still use data empirically derived from observed reality but more interpretive, hermeneutic or 'grounded' in lived human experience. Yet there is always the inference that - though the number of participants of the study be one or only a few - the findings represent a common phenomenon or experience for a significant amount of people. The results are transferable because they are not a single case isolated from all others. Absolute idiosyncracy is entirely acceptable in a work of art, but less useful in any theory-building, academic inquiry.

When interpreting the responses or field notes, the researcher must make the judgement whether a particular comment or reaction is *significant* to a wider educational audience. The number of people who express that idea is a factor in the decision. Statistics and numbers should not be shunned because they are not useful or not expressed in a natural human language. Rather, qualitative methods should be chosen because they are appropriate and productive for other dimensions of the question under study.

The beliefs, perceptions, conceptions and expectations of real not idealised L2 learners are explored in this study. These could be portrayed on an attitudinal rating scale. However, this study seeks to avoid imposing researcher preconceptions on the participants. A Likert-type scale always constrains the respondents' choices and muffles the voices of participants. The researcher decides the issues, proposes the answers and asks "subjects" to nominate where they fall on a scale of intensity or firmness of conviction. The indiluted "direct speech" of learners is too seldom presented, or even represented (an exception is Wenden, 1987).

> *An inductive inquiry allows participants to talk about their worlds, to* spontaneously relate *their experiences, problems and preferences* and to articulate the nature and dimensions of borders that stand in their way or inhibit their *motivation* to succeed or sense of *connectedness* to educational contexts and programs (Davidson and Phelan, 1999, 11-12) [italics added].

A qualitative researcher must still select the key issues to be focussed on through the choice of questions but avoids making participants choose pre-determined responses. Qualitative research is *deliberately un-controlled.* Therefore, in this study, most of the thirty one questions on the questionnaire (besides the first demographic questions) are open questions which avoid scaled or constrained responses. In several questions, it was adjudged that some elaboration was required to make the question clear. (See Appendix 6 and further in chapter 5).

3.10 Further Justification of qualitative research approach

This qualitative study goes direct from the research questions and concept operalisation to data gathering and recording (in such forms as field notes, tape recordings, open or loosely structured interview and questionnaires) and directly back to interpretation. Qualitative researchers - such as anthropologists, ethnographers, some educationists - hover close over the data - looking for patterns of significance, seeking the inside story and the meanings humans attribute to their behaviours, rituals, institutions, texts and thoughts. Qualitative research is empirically based in that it looks at real world situations, people, their relationships

and discourse but does not attempt to reduce its conceptual frameworks or express its findings in pure 'facts and figures', 'by the numbers' (Kirk and Miller, 1986). Qualitative research writings are more likely to consist of thick description, depiction and narration of activities and utterances, than of statistics. They are more interested in the usefulness of data than a reliability which imposes reduction to measurement and numerical relations.

One school of qualitative research, known as constructivism, posits that no findings based on *a priori* hypotheses can be claimed to be objective. Every researcher chooses to investigate certain phenomena, not others. In so doing, he has made value judgements about what is worth prioritising. Hutchinson (in Leal, 1991) in his heavily statistical analysis of survey results repeatedly uses phrases such as "as could be expected", indicating an interpretation heavily based on his professional assumptions and values which are not clearly elucidated. The present study eschews the study of discrete items of language production, looking for the emergence or erroneous use of morpho-syntactic features, or the frequency of occurrence of certain discourse times or turn-taking [1]. This study values the meanings learners attribute to their experience and privileges their voices and writings about their beliefs, attitudes, expectations and dispositions.

Constructivists admit the biases of the observer in their questions before the observation commences, and look in the field, subjects, participants or phenomena under investigation and the data to yield useful information for description, reflection and interpretation. If, by definition, qualitative research is looking at the *qualities* of human phenomena, it cannot stop at simple reportage or description but relies on the *scholarly insight* of the researcher to induce the significance of the phenomena for the participants involved and for others. It does not necessarily look for closure or conclusions but accepts that organic evolution continues in human affairs. Open questions may only provide tentative or open answers. The qualitative researcher looks for *transferability* from the particular to other sites and situations, but usually will not claim *generalisability* to a whole population or even to theory.

3.11 Ethnography applied to multimedia CALL - potential and limitations

The *perspectives of learners* using new media documents in educational settings is clearly important. Their views of the impact, the motivational value, the efficacy for learning/construction of knowledge are at least as valid as measurement of quantifiable learning outcomes (for example, language proficiency gains) (Leal, 1991). Teachers and researchers interested in interactive multimedia as a medium for education need to know about the *nature of the experience for learners*. They need to investigate the quality (how

effective, how appropriate?) and qualities (e.g. how does IMM make the user feel?) of computer mediated learning. Whether students in the era of multimedia and the World Wide Web feel comfortable with the new learning environment, whether they notice its limitations as well as its advantages, whether they feel they are missing out on dialogic education (Laurillard, 1993) and the support of human tutors, these are all issues which need not just yes/no responses or a rating from strongly agree to strongly disagree. The nature of education is - according to both 'techno-evangelists' (such as Negroponte, 1995; Spender, 1995) and pessimists (e.g. Nieuwenhuizen, 1997,) - undergoing a radical change through the advent of digital media. Radical methods of analysis also are required.

The description and interpretation of the complex nature of that change needs to be accomplished from a range of perspectives, including via qualitative research methods. To ascertain contemporary learner perceptions of what (foreign language) knowledge means in the new environment, and their changing expectations of and reactions to the use of digital (language/culture) content, require appropriate data gathering and analysis methods.

Observations, participant journal entries, audio and video tapes, questionnaire responses and other empirical information gathered from the field are just raw data, notes or recordings. The researcher looks in the data for functional answers to the questions which motivated the research but also has to be open to unexpected results. As s/he sifts through the complexity of data, it may *disaggregate into categories* (e.g. the student 'worlds' in Davidson and Phelan, 1999), either conforming to the questions and declared assumptions or not. In this study, the researcher has sought to structure the data gathered by deciding which factors, themes or dimensions are the core, valid information for his questions and are therefore to be exposed to analysis. These aspects or dimensions (whose significance has been elucidated in the early chapters) or others which arise unexpectedly from the data, are the pathway from raw data to interpretation and conclusions. The overarching themes of the present study are interaction, knowledge and motivation.

The method used here itself fills a gap: the method of ethnography applied to multimedia CALL to gather learner perspectives. It has its acknowledged limitations. For second language learners, especially in the early stages, it is impossible that the learners have the linguistic competence to 'think aloud' *in the target language* about their language acquisition, computer usage and cognition itself. It is, in fact, one aspect of this study to explore the nature of the meta-linguistic and meta-cognitive awareness which (this sample of) Australian language learners demonstrate and their ability to enunciate these issues *even in their native language* (see section 5.1.3).

This language conflict is a serious drawback - the learners are in the learning situation to learn a second language. This researcher accepts that all or most verbal interaction in the classroom should be in the target language and only in reference resources or early lectures should the first language be used for clarification purposes. The method of 'think aloud protocol' requires subjects to stop, to hesitate, to question (in their native language or L1) what they are doing and understanding (in the second language or L2)? This code switching interrupts the second language learning and may produce distorted results. A further but related limitation has to be acknowledged - language processing (L1 or L2) which is subconscious or automatic is *per se* not easily amenable to surface reflection or 'thinking aloud'. Only observable behaviours and the perceptions and processes capable of being brought to conscious attention - of being *noticed* - can be empirically studied. For the subconscious language processing, logical, inductive and intuitive analysis and argument are required, and - as Lewis (1993) constantly reminds us - will not produce certainty. Ellis (1991) refers to the difficulty researchers have faced in testing the interaction hypothesis empirically and Krashen's many provocative and catalytic hypotheses have been criticised if not rejected for their lack of empirical justification (Ellis, 1985, 229-235; Richards-Amato, 1988).

Retrospective questionnaires or interviews have been selected as empirical data gathering instruments in this study which, while less intrusive than English-language introspective think-alouds during an FL study class, lose the immediacy of the think-aloud protocol. All of these techniques seek the inside story, the perspective of the participant, in his or her own terms.

It should also be acknowledged that entering into data gathering with many still vaguely defined concepts - or defined by too many conflicting strands of enquiry - plus the inter-relatedness of many factors, presents difficulties (as underscored by Ellis, 1985, 123). However, such exploratory, inductive and grounded research is essential if FL teaching and learning research is to seek new insights and hypotheses and to break out of the old dichotomies which have constrained it.

3.12 Data gathering instruments and validity

Four types of data were collected for this study.

Firstly, a retrospective, open-ended written questionnaire in English was selected as the major data gathering tool. Participants were free to write as much or little as they wished, and to omit questions. (Anonymity was guaranteed and no compulsion to return the questionnaire pertained.) The questionnaire was organised to progress through various issues which all contribute to an understanding of learner perspectives on the three major research questions of

FL knowledge, interaction and motivation. The questionnaire fulfills the objectives of the research (as outlined in chapters1 and 2) because the data yielded precisely matches and satisfies the research questions.

The validity of this instrument is guaranteed by its derivation directly from the conceptualisation as set out in chapter 2 and from reflections in the field of study during the conduct of the research. Some questions seek to elicit similar information, not so much in the pursuit of reliability as to sample different aspects of the same concept. There are many further questions which could be put but were in fact discarded because they fell outside the scope of this enquiry, the issues were at the time insufficiently clear to the researcher (e.g. experiential learning) or they may have placed a burden on respondents which would have led to a lower response rate. Some issues were able to be further explored in in-depth interviews and the group focus session. (Further information about the conduct of the research is presented in chapter 4 and interpretation of the data is attempted principally in chapter 5.)

The Research Participant questionnaire asks, for example, about factors in life experience which have strongly influenced learner attitudes or expectations of foreign language learning. It seeks their perspectives on anxiety inducing factors, changing expectations during the course, their opinions, understandings of language knowledge, judgements of best methods of acquisition, feelings about computers, sense of learner preferences being taken into account and motivation. This questionnaire intentionally looks for the hard-to-measure, subjective data which will complement the picture of prototypical learner beliefs and attitudes provided by more quantitative (cause-effect seeking) studies, such as Cotterall's (1999) 'Investigating Learner Beliefs about Language Learning' . Stockwell's (1998) study of 'simulations in language learning' aimed 'to identify trends in student perceptions of simulations as a learning tool' using observations and a survey questionnaire with both multiple choice and open-ended questions. He reports his observational findings in descriptive terms, most of the 'graded' questionnaire results via statistical outcomes and (in the article cited) *twelve* direct quotations of learner comments, *none more than three words long!* The present study privileges the comments and perspectives of learners as crucial and valid in any education, especially that claiming to be 'learner-centred' and makes use of copious, direct quotation of learners' responses in Chapters 4 and 5.

The second qualitative data gathering technique was researcher note-taking of learner utterances about their learning and personal email memos sent by the learners during the project, also cited in chapters 4 and 5. 'Field notes' and research memos were taken continuously and throughout the study period, both in class and outside. In-class notes were

made unobstrusively and never allowed to disrupt the researcher functioning as resource person in the computer classroom.

The third data gathering technique comprised an open-ended group interview transcribed in note form. This was a voluntary feedback and input session attended by a dozen students towards the end of the study period. It was loosely structured around issues and questions prepared by the researcher and proved a valuable, interactive data gathering technique. Students followed up on or countered each other's ideas. There is obviously the possibility some participants felt inhibited in the presence of a number of their peers but the Focus Group Notes (see Appendix 4) indicate many frank, critical and constructive opinions were forthcoming.

The fourth data gathering technique was in-depth interviews conducted with volunteer participants. Unfortunately, these do not represent a wide demographic and gender range, all being mature female students. The interviews were audio-recorded and transcribed. English was the native language of all the interviewees and used as the medium of interview. Three of the interviews were conducted well outside the original study period to give distance to the comments and reflections and a triangulation with "heat-of-the-moment" comments within, or close to, the initial 12 week period.

It needs to be admitted that collecting information about individual responses to FLL in the ways described above is vulnerable to weaknesses. The participants may "tend to say what they think the researcher wants to hear, or indulge in self-flattery. Another is that such techniques can reveal only those factors of which the learner is conscious" (Ellis, 1985, 101). Certainly, it is always those with a positive or obliging attitude who return a voluntary questionnaire but also those who are committed to the improvement of their own learning and the course. All responses, including criticisms and endorsement, are accepted as the honest reflection of these students, not merely "the party line" or "the culturally approved interpretation" (Kirk and Miller, 1986, 48). That is, participants are not simply telling the researcher what they believe he wishes to hear. Questionnaires were returned by participants to the Faculty secretary and collected by this researcher after the course had been graded. There was no obligation to write the participant's name on the form although all did. Nevertheless, in qualitative work seeking learner feedback, as with surveys, there is always the possibility of answers biased for unknown motives. This is not controlled, psychometric research but rather humanistic and interpretive enquiry.

3.13 Triangulation

The learners' perspectives, the central focus of this research, may be triangulated against the researcher's observations as participant in the language learning site and to some extent through the varied data sources mentioned above. The site components such as the language curriculum in operation, the computer hardware and software, and the teacher/researcher himself are all contextual factors for the learners (Perkins, 1991) (described in the next chapter). However, this is not a causal comparative study which seeks to show parallels, correlations or contrasts to the non-computerised classroom or to other sites. This study looks for insider stories, reported experiences and understandings, beliefs, *reasons rather than causes*, and represents and interprets those stories and looks for potential transferability to the wider context, not necessarily generalisability. One important caveat needs to be stated here about reporting and analysis in this study. As in other qualitative research design and analysis (eg Miller and Ginsberg in Freed, 1995), both description and interpretation of results are interleaved in chapters 4 and 5 to avoid stylistic ungainliness and the separation of relevant data from its interpretation.

3.14 Researching the personal - ethical considerations

Much previous research into FL learning de-emphasizes the personal and personality factors in FL classroom dynamics. In language learning research, looking for learners as people or for the theme of "others", we find such terms as learner characteristics, test taker characteristics, test rater reliability, interlocutors or pairwork partners. In research on interaction, we can find research on task factors. Such reductionist research reporting tends to ascribe labels and construct sanitised and generalised theories that dehumanise the participants and decontextualise their learning experiences. This study explicitly analyses learners' views about themselves and the others who make up their social environment in class. It is investigating an assumption that the expectations of others, their personalities and utterances (not just as linguistic feedback) and daily relationships with others, are crucial factors in successful language learning by any individual learner.

The makeup of classes, the types of people, the expectations, moods, habits and attitudes of teachers, peers and significant others, all interactions experienced with others, even the absence of others, are factors in knowledge construction and motivation. Vast tracts of the educational research landscape - dealing with themes such as collaborative learning, autonomy, social constructivism, even the most didactic instructivism - are concerned with the impact and the role of others on learners.

This raises an ethical question in reporting the research site. Researchers and teachers, depicting their idealised model of THE learner, are reluctant to say much that is critical of actual learners, "peers", "learner characteristics", "test taker characteristics" and "test rater reliability"? We may speak or write objectively of their problems but to actually attack, criticise or label their approach, their personality or their innate abilities may seem to conflict with the teacher's - and researcher's - duty to be impartial, to guard equal opportunity and equitable treatment of all. (Ironically, in English speaking countries until the 1960's, foreign languages study used to be an elite discipline area used as a sieve to separate those worthy of a university place from those destined for other pathways. The majority were assumed not to have the requisite academic ability and courses were thus predicated on a narrow ability band.)

The tendency for educational researchers and policy writers to work on impersonal models of the student, the learner and the learning experience, often depicts all children and adult learners as having no idiosyncratic human personalities, no diverging interests and aptitudes, and indeed emotions, moods and "bad habits". Scientific research, it is held, should be value free and such labels are highly value laden. We may use psychological "personality types" (like the Myers-Briggs matrix), attitudinal rating scales and intelligence tests. We avoid using everyday terms of criticism (like "difficult to get along with", "stupid", "lazy", "ill-mannered", "unmotivated") or even positive but subjective terms (likeable, relaxed). For the educational ethnographer, though, there is really no aspect of learners' person or behaviour which can be discounted, circumscribed or quarantined from investigation (within agreed ethical boundaries, such as informed consent of participants, guaranteed anonymity and truthful reporting) if a thick and valid description is desired.

It is acceptable to criticise the curriculum or the teaching approach, to point to weaknesses in (unnamed) students' learning styles or strategies, or to shortcomings in teachers' implementation of a certain approach. At all costs researchers and teacher-evaluators avoid the personal, motivated often by a belief that there can and should be a respectful demarcation between personal and public/professional selves. Yet the personal fulfillment of learners and teachers alike relies on the successful attainment of personal learning goals by individuals who are not simply information storage devices but intentional, emotional agents. (Others might add embodied, acculturated, engendered human beings). Just as these learners of foreign languages wish to study in depth other ways of thinking and ways of being, personalities, values, idiosyncracies, sense of self and ways of relating to others (see section 5.3.1), so when these foreign language learners and their learning become the focus of educational study, their sense of self as learner and perspectives on others are valid to broad anthropological questions.

This research is in part motivated by the search for a theoretical base for the study of foreign language learning which can incorporate the fully human self, others, and the very personal acquisition and use of language, not so generalised as to lose all humanity. Educational anthropology has long experience in exploring such issues as self and others. This research methodology has been developed to investigate a dimension of FLL too rarely analysed: the lived experience of language learners.

Chapter 4 reports on the implementation of this research.

Chapter 4 Implementation and results

4.1 Introduction

If much of the advantage of CALL is the potential for autonomous, hands-on, *experiential* learning, then naturalistic research into the "lived *experience*" of learners is valid and appropriate research method for ostensibly learner-centred approaches. If learning-by-doing is the underlying principle of much constructivism, then the anthropological questions: "What are these people *doing*? Why? What do they think they are *doing*?" are highly relevant to any evaluation of the quality of learning processes and outcomes.

This results chapter describes what the learners and teachers *were doing* in the second semester of a first-year tertiary Indonesian language course in 1997 - it is ethnographic in that it describes people and their (learning) culture and phenomenographic in describing their lived experience and attempting to represent their perspectives. As explored in preceding chapters, it is "the sense that learners make" from studying this content domain which the researcher sought to understand (Jonassen and Reeves, 1996, 29). The meaningfulness of the interactions according to the learners' perceptions of knowledge, its attainment and its value within this technologically mediated environment, provide the research questions. This chapter reports *results in largely descriptive terms* while the following chapter offers *substantial interpretation* of participant questionnaire responses (provided in full in Appendix 7).

First we deal briefly with the pilot study undertaken in Tasmania. Then, with the study group proper in Queensland, the description is divided into the following dimensions: physical and technological context; curricular context (aims, content, procedures of the existing course within which the activities under investigation took place), the data gathering instruments and process (largely covered in Chapter 3), and from learner-generated data, a picture of what people were doing (ethnograph) derived from participants' feedback. This study targets the meta-(linguistic)knowledge and meta-cognition of foreign language learners. It does not devote much attention to technical aspects of CALL but rather to learner attitudes towards mediating technologies.

4.1.1 Research setting: interactive face to face approach

The following is a description of the educational setting in which this investigation of the use of computer technology was conducted. It is undeniably subjective in that the researcher/teacher is here expressing his view of the curricular context in which the study was carried out. Learners' perspectives follow in later sections.

In the approach to Indonesian language teaching at the University of Tasmania[1] where the pilot study was conducted and at the Sunshine Coast University College (SCUC)[2] where the major study was implemented, *discussion* was the essence of every tutorial. Whether it be based on a textbook dialogue, a reading, a newspaper article or a short story, the choice of resources and media is considered not as crucial as what teacher and learner do together with them. Preferences are that sources should be biased to the contemporary in the first year or two and constitute language samples that reflect authentic native speaker speech and writing in real situations.

Discussion in this approach, always with books or other source closed, implies questions and answers, the flow of ideas, students being asked about the source materials set for prior study, then about their personal reactions, circumstances, experiences which connect to this topic, about their knowledge and opinions of people and places, politics, life, as appropriate. Opportunities for students to question their tutors and peers such that they do not become just answering experts become important as they further develop competence. To talk to each other is important, through occasional pairwork and group work techniques. Every tutorial is thus based on secure procedures (tutor led, with student preparation for every tutorial outlined in a fortnightly schedule) but also unpredictable, organic and individual, living and not replicable. Although this writer has often prepared questions of three types (1. direct from the set text or "display questions"; 2. personalised to the individual learner; and 3. generalised to culture in the broad or intercultural comparison), to react to a student's answer and "keep the conversation rolling" along a tangent of interest, not rigidly adhering to a particular thematic or grammatical agenda, is a frequent occurrence. The instructional designer's commitment to "clear structure of component items" and consistency (see, for example, the Charles Sturt University's distance education webpage) can inhibit spontaneity and the stimulus of the unanticipated for language development.

In this approach, the teacher often has in mind an agenda of salient and novel grammatical forms, semantic or discourse features which he attempts to "work into" the flow of conversation naturally, through incessant questions, reactions and recasting. Error correction is as far as possible done through sensitive reactions to student utterances, not by stopping

the conversation for an explicit grammar lesson. Motivation can be dented by pedantic insistence on "correctness" at all times. Respect for the meanings learners are trying to convey is essential. Humour and interest in the learners as individuals is key to this approach. Respect for their intentions, their sensitivities and their contributions in this very social construction of knowledge (new knowledge for them) is crucial. Respect also implies offering challenge and high expectations along with the flexibility to accept a great range of responses, some learner performance anxiety, some more in need of help and scaffolding than others. The tutor assistants at SCUC are both native speakers (NS) of Indonesian who provide authentic models of speech production and TL cultural insights which the non-native speakers (NNS) cannot match; the latter often share insights into the language acquisition problems, the home cultures and perspectives of Australian learners of FL which are equally useful.

If there is any time left in the standard fifty minute lesson after thorough conversational exploitation in the three phases of the agreed material, the group may do some explicit verbal or reading exercises (see Wolff et al, 1988, which was the mainstay textbook for the University of Tasmania course). These exercises clarify and reinforce grammatical or discourse exponents which commonly cause problems. There is seldom time left over, however, as the conversations tend to flow with a high level of enjoyment with topics always moving on each week covering a range of topics, themes and cultural issues. Pair work with cue cards or grid surveys is another technique sometimes used in any spare time (see the Teaching Indonesian as a Foreign Language (TIFL) materials from the University of New South Wales).

One session of five per week is reserved for a specific grammar lecture wherein morpho-syntactic features not previously encountered, relevant cultural items, feedback on homework or tests and any student questions are dealt with. These are given in English in the first three semesters and in Indonesian thereafter.

This is but one approach, quite teacher directed, among many. In other universities, producing plays, imaginative information-gap pairwork and group work, study of video and feature films (Kramsch and Anderson, 1999; Zifirdaus, A., 1999; Reeve and Nurhayati, 1994), are used to foster communicative competence. The approach described here compromises by giving explicit grammar instruction and exercises a minor role. Often, it is learner questions which dictate when more attention is paid to a discourse problem or nest of grammatical points.

All course designers and teachers make choices. There are constraints of time and materials, personal pedagogical theories and institutional expectations. At UTAS and SCUC, the formal writing and literature which embody rigour and classical value for some language academics were demoted. Indonesian language learners are given an undertaking that they will be helped to achieve a practical, oral-aural, social proficiency in the usual one or two years they study.

Empowering students to express and exchange personal meanings, and construct new meanings, in conversation in their second language is at once a goal - therefore also the motivation - and the means or channel of language acquisition. The role of communication is not only as the goal but also as the channel of learning (Little, 1991). Personal interaction infused with student meanings - often in reaction to meanings from texts or the teacher - is the lifeblood of this approach. The knowledge implicitly fostered by this approach is interactive, not just "textbook", propositional knowledge. It is knowledge imbued with the relationships and communication processes that mediate it, perhaps unique for each learner. The assessment schedule for all Indonesian language units at SCUC reflects the weight put on individualised goals, on oral-aural competence and active performance but also a compromise with more traditional imperatives to test rigorous effort and retention in an oral presentation, a short written exam, an oral and an aural test (see Unit Outline – Appendix 5).

Given the teacher's level of satisfaction with this approach and the students' satisfaction (as evidenced in Student Evaluation of Teaching and Learning reviews in Tasmania at the end of each year), why disrupt a good thing with computers? The reasons for implementing a CALL program at UTAS and USC range from

- the personal interest and professional conviction of the lecturer that the potential advantages of convergent, networked, multimedia computers for language learning may be all that the software manufacturers and some CALL advocates claim but that this needs critical testing and insider (learner) feedback

- that the method described above demands five hours a week and classes of a maximum of twelve or fourteen students. If enrolments continue to grow and university budgets do not, if hundreds of primary school teachers need retraining in FL, CALL may be used as a complement to face-to-face teaching, or even a substitute for a couple of tutorial hours a week.

- CALL can provide interesting and authentic cultural materials in text, visuals and sound, and a change of platform from the teacher-directed classroom

- if the pedagogical soundness of IMM-CALL can be demonstrated, digital resources can also be used in stand-alone distance education or open education courses, or for mixed mode learning. So, CALL is possibly a partial solution to pragmatic issues of distance and student numbers.

- The new university to which the researcher was attached prioritises the use of information technologies and advertises that at "Australia's newest university, you are assured of modern facilities and the most up-to-date technology" (University Language Centres Australia, 1999). There is strong institutional support for the use of CIT's.

To what degree can CALL provide those elements of interactive language learning which we hope are present in our face-to-face teaching? CALL will not offer the same experience as excellent face-to-face teaching and learning, sensitivity to the individual learner's psychology and instant feedback customised to the learner at that moment What then are the nature and qualities of foreign language learning in a computer enhanced environment? If satisfaction is always relative to *expectations*, then what are the expectations, the learning outcomes and subsequent satisfaction level of foreign language learners when encountering CALL for the first time? What are their perspectives on the kind of knowledge they can construct with the new media?

The next section is a description of the particular hardware, software, laboratory configuration which comprised the technology setting for this study.

4.1.2 Pilot study in Tasmania

This study began with the use of HyperCard as its platform because the University of Tasmania was then (1996) a Macintosh dominated environment and HyperCard was a reasonably easy program to learn to author. Although there were networking problems in that pilot study, HyperCard and the language/culture content of the pilot study had to be replaced when the researcher shifted location. The pilot language materials - including specially produced video

and a hyper-annotated short story - structured around a thematic module on *Women in Indonesia and Australia* were designed for second year Indonesian language students. Two hours a week for one month were dedicated to use of these materials by the eleven students in a second year class.

4.1.3 Principal study at SCUC: institutional, physical and technological context

At the Sunshine Coast University College (SCUC), a Novell Netware backbone carried mostly PC traffic and also allowed Macintosh users to print, email and access the Internet. Ultimately the lack of an AppleTalk network, Apple Macintosh laboratories or skilled support made the delivery of HyperCard fraught with risk of breakdown. It was decided then to migrate all Indonesian materials to a web-based delivery system, that is using HyperText Mark-up Language (HTML) to combine text, graphics, audio files and interactive elements on World Wide Web (WWW) pages. This intranet site made use of interlinked frames to offer some interactive feedback and CGI scripts as well as the public GeoCities server to allow fill-in form results to be sent directly to the teacher[4]. This Indonesian website then was to become the particular incarnation of CALL which would be the main data generating instrument for the study proper.

The Web offers the advantages of cross-platform compatibility, of access from home or other remote sites for those with a home computer and modem and of frequent, easy updating by the author. Being more fragmentary than the proprietary HyperCard software, a website relies for its cohesion and identity on the design skills of the webmaster. The WWW has its disadvantages: video film across the Web is still of poor quality except on very high bandwidth connections such as optic fibre cable. Video is still better sourced from a VHS tape or from CD coordinated with a website. The hybrid Web-CD is a solution to this problem of video; another is the rapidly improving streaming media (e.g. from Real Networks Inc.) but even this is inferior to older analogue systems so far.

Despite ambitions to become a leader in innovative educational uses of information technology, SCUC suffered early in its development from budgetary inhibitions alongside what are politely called 'legacy issues'. A Novell network was installed by a consultant who left it in hands not well trained to best exploit it. Short-term contract personnel were succeeded by staff with a preference for the Unix and NT platforms. In short, compatible hardware and software configurations and skilled technical support for this project were not available. Sound files had to be delivered via QTVR, a most ungainly solution when streaming audio is becoming

commonplace. The Bulletin Board which was seen as a central utility for interaction between participants in their target language could not be made to work on time despite a complete Unix package being made freely available by a colleague at another university. The dictionary for similar reasons, that is lack of technical knowledge of perl scripting necessary for CGI in the Novell architecture, failed to be the user friendly facility it should have been. Video was not attempted in this project as it had been in the pilot project. Indonesian-language video pertinent to the theme proved too time-consuming to prepare on time nor was any off-the-shelf product suitable. Therefore digitised colour photos and slides became the main visual support and stimulus. Attempts to organise online discussion or opinion exchange on set topics between USC students and students at another university were not realized in 1997 but a moderated discussion Forum was created on the SCUC intranet.

These problems may be seen as damaging the usefulness of this research. The researcher certainly feared that technical concerns would detract from students' ability to reflect on their own learning, cognition and motivation in a CALL environment - or even to learn with optimal effectiveness. The 'barefoot multimedia' resource was adapted by the designer/researcher as the semester progressed in response to the users' interactions and reactions, an advantage of the Web interface (Spender, 1995) rather than constituting a pre-packaged, polished multimedia end-product. Both learners and designer "put their own mark on the information provided" (Spender, 1995). As a data generation instrument, it provoked students who had never before experienced any form of Computer Assisted Learning to reflect on what they learn, on how and why. Despite all of its shortcomings, a majority of learners found the CALL experience fruitful and voted to continue with it as will be shown.

The materials from the previous institution could have been converted to a web format except that they were pitched at a fourth-semester level. The only Indonesian language class at the new institution was a first year class with only one prior semester of Indonesian language study, or equivalent, as the prerequisite. All members of this class had completed that first semester at the same institution. They were therefore already habituated to the approach deployed for Indonesian language classes. So, during the months prior to the period of this study, a module of web-based work was prepared for the first year Indonesian class to complement the theme of *transport* scheduled for study in the regular conversation-based tutorials. It was explained to students that web-enhanced lessons would be a regular ongoing feature of the Indonesian course and all were expected to take advantage of it. Only those who volunteered would participate in the research data gathering.

4.1.4 Demographic information about research participants

The study which was intended to be an intensive three week period corresponding to one module was expanded to the full twelve week semester period. Early technical hitches and learners' evident initial discomfort with computers led to the judgement that data from the first three weeks alone would be insufficient and skewed.

The study population comprised the 33 students enrolled in first year Indonesian language study in semester 2 of 1997. The gender, ethnicity, age and academic background of the participants in the study group were entirely uncontrolled as they are in many tertiary classes.

Over the period of the study, the students spent two lessons of five every week using the computer based materials. The researcher was present at every session as teacher/adviser (24 sessions per group, thus 48 x 50 minute periods in total were available for participant-observation) and kept a journal on hand to make handnotes of happenings, reactions, comments and problems which seemed significant. The researcher also made notes from informal interactions with the participants before and after classes or when they called at his office. Often these developed – with their consent – into unstructured interviews as I asked their views on the setting, the technology, the interactions and processes, the perceived purposes and the outcomes, of the Indonesian program during this semester.

Educational anthropologists Davidson and Phelan (1999, 6) researched "students' perspectives – specifically, on identifying what adolescents view and define as significant in affecting their school experiences [seeking] an 'emic' or insider's view of students' lives, concerns and experiences." This researcher had a narrower focus in terms of population. Participants in this group were all post-secondary students, including some quite mature, even elderly, students. The research questions did not encompass their entire educational experience but only their chosen foreign language course for this one semester. But as with Davidson and Phelan's (1999,6) and other ethnographic work, the character of the study and a clarification of students' perspectives evolved as the study progressed.

Despite their ostensible similarity (all Australian nationals, tertiary students, all in semester 2 of the same language course), these students operated within a huge diversity of personal "lifeworlds" and drew on vastly different meanings which influenced their understandings, goals, beliefs about language and language learning, manner of interacting with others, willingness and motivation to succeed in foreign language and in using CALL.

Indonesian B (Unit code INT111) was being taken by 33 first year students all of whom had done the prerequisite first semester unit, most as raw beginners of this language, others having some high school study, travel experience or partners with Malay or Indonesian proficiency (see below). Males numbered 7 and females 26 which in itself is evidence of Australian candidature patterns and perhaps of the view (despite continuous efforts to attract, for example, male business or media students) that foreign language learning is largely the domain of feminine minds and predilections.

Twenty-two (22) students completed and returned the questionnaire. This is a response rate of 66 percent. This may be taken as a significant proportion but we should obviously be cautious of sample bias since the diligent or positive students may dominate the sample.

Fifteen (15) females returned the questionnaire and seven (7) males. Their age ranges are shown in *Table 4.1.* The noticeable feature of these statistics is the near absence of under 20's who a generation ago dominated undergraduate populations. Now we see the return to study of older members of the community, including people who have worked, still work, travelled abroad, have been married and had children, people in mid-career, even senior citizens whose careers are behind them (University of the Third Age students).

	Females	**Males**
Under 20	2	
20-30	4	2
30-40	2	3
40-50	5	1
50-60	1	
Over 60	1	1
Total	**15**	**7**

TABLE 4.1. AGE DISTRIBUTION OF QUESTIONNAIRE RESPONDENTS

This means that the students have considerably more life experience and might be expected to know the world, others and themselves more than most of the young – though probably more

"academic" - language students of the 1960's and 1970's. A working life and parenthood, for example, are life experiences which alter, mature and deepen perspectives on life and how one spends one's time. Three questionnaire respondents were over 50 years of age, two were under twenty and six in their twenties. Exactly half, or eleven (11) of these responding students were between 30 and 50.

It is also more likely than in previous decades that immigrant students will break the bonds of earlier educational disadvantage and come to university, with their other language knowledge. Maria for instance was born in Colombia with Spanish as her first language (L1) but already spoke Finnish and English "acquired in naturalistic settings" through marriage and migration. This was her first foreign language learning in an instructed setting.

Brief profiles of the questionnaire respondents are presented next with information drawn from the first three responses on the questionnaire. Item 3 asked about perception of success in prior language learning and if it helped with their current Indonesian language learning. Some personal details are added from field notes or memories. For an ethnographic study, following Geetz, Mead or many other anthropologists, the "thick description" of the participants helps to convey more of the story of "what is going on here", "what do these people think they are doing", "who are they?" The great diversity of lived backgrounds of these students will be evident. This will be an introduction to the learners' voices - the real world data of this study - taking its rightful role in this qualitative thesis. Pseudonyms are used to protect anonymity and they are presented in random order.

1. Maria, described just above.

2. Nadine, in her mid-twenties, "lived abroad from 6 weeks old to 7 years old. I lived in Mexico, Italy and Spain so I spoke Spanish – Italian fluently before I spoke English. I believe it has helped with my pronunciation of the Indonesian language."

3. Leslie a mother, 30-40, who migrated from the USA as a teenager, had "not learnt another language and I think this is a disadvantage at University level as I feel many other students have learnt other languages and I am being marked to a disadvantage possibly."

4. Alison, a mother, 40-50 described her past language experience as: "French at High School – I guess it was successful in that when I visited Paris and areas of France I was able to comprehend/read/communicate in basic French. Indonesia via correspondence – final high school year. Ditto." Alison lived in Indonesia and attended the International School as

daughter of a diplomat. Although she did not acquire Indonesian, her memories of her times there are happy and positive.

5. Denise, also a mother, 40-50, "learnt French at high school – 4 years, and German for 2 years. I don't really think doing another language has helped with learning Indonesian – it was so long ago. Apart from giving me some expectation of what it would be like."

6. Chloe, female, 30-40, "studied French until grade 11. No it didn't help me to learn Indo because without thinking I'd say a French word instead of Indo eg 8 Kut – listen, in French or Merci instead of Terima Kasie".

7. Denny, a retired male over 60, had been in the navy in the Second World War and had a long career as an agricultural scientist. He related his early language learning experiences thus:

> "At school - until 18 yo German to leaving honours - German being recommended as desirable for scientists and engineers. French - to intermediate level and of course Latin for many years also at school. As European languages they were of little or no value for understanding Indonesian, except for appreciation of grammar. I still remember scraps of German - but as a learning experience it was a dead loss because we gained no skills in conversation at all. Emphasis was on grammar and translation as I remember. Nevertheless my limited knowledge of German was useful occasionally in scanning German scientific journals and papers many years later and on a visit to Germany."

8. Sean was a male, 20-30, former body builder and nightclub bouncer, who studied "both French and German for one semester only at [...] High School; Year 9 – although I did enjoy learning these languages, it was not long enough for me to appreciate what it would be like to speak another language. This was not helpful in learning Indonesian because of the time span."

9. Aileen, female, under 20, softly-spoken girl with quiet strength, a talented musician, studied "German in high school years 8-12. I found it enjoyable and I was successful in my grades."

10. Elspeth, mother of three, 40-50, reported: "Yes. Italian – intensively 1 year period prior to going to Florence for 2 months course. Then on/off over 10 year period. No practice so not really successful. I believe living in Malaysia in early 70s has been help with Indonesian."

11. Rebecca, Female, over 60, worked in occupied Japan with the Armed Services, a former pharmacist, still a practising psychologist, had studied "French and Latin 55 years ago – for 2

years. I enjoyed the experience. Learning other languages gave me the understanding that other languages have different sentence structure, different grammar, not just different vocab."

12. Melanie, female, 20-30, had done "French for 6 months. Japanese for 6 months. I found French extremely easy; Japanese impossible to learn. I don't think that this previous experience was any help in learning Indonesian."

13. Jeremy, a genial young man in his early twenties, responded: "No, I haven't learnt another language before." His father, however, was working in Indonesia which positively influenced his motivation.

14. Jan, female, under 20, reported: "I studied Japanese for 2 years in Primary School and 1 year in High School. I don't remember much just some of the symbols they use to write and the basics of the language. Like how to introduce myself etc and a little of the culture. It didn't really help or hinder my learning of Indonesian."

15. Josie, female, early twenties, had studied "Italian for 5 years in primary school. French and German for 6 months each in high school. Indonesian is the first language that I have chosen to do. Foreign language has always been compulsory. They were successful experiences. I found French hard as parts were similar to Italian and I would then start talking in that language instead."

16. Patrick, a male in his forties, had studied "Spanish – for only a short time – 4 months when in South America. Yes" (He believed Spanish study helped with Indonesian.) Patrick had also sailed from Darwin to Sulawesi as crewmember on a yacht and had many fascinating photos and experiences to share.

17. Penny, female, 50-60, wife and mother, former nurse, simply wrote "No" for question 3. Yet behind the taciturn response is a prodigious painter, a passionate aficionado of all things Balinese and a woman dealing with immense courage with unabating health problems, including hearing loss.

18. Judith, female, 20-30, with ambitions to become a teacher, had "a little French and Italian but I don't think that these have helped or hindered my learning of Indonesian in any way."

19. Dean, thoughtful, radical, male, 30 - 40, wrote: "Living in Taiwan for 6 months I tried learning Chinese (Mandarin) although not formally. In the first 4 months I was very discouraged, however, the last 2 months were relatively successful. I don't think that experience has had a bearing on my experience with Indonesian."

20. Derek, male, 30-40, married to a woman of Indonesian descent, a committed supporter of Amnesty International, a very gentle man with some past involvement with Hindu mysticism, wrote: "I studied German for 1 semester at UQ, but failed. Then, when I went to India and Russia I tried to speak to people using a phrase book, which I enjoyed and encouraged me to learn another language."

21. Joseph, single male, 30-40, a former pastry cook looking for a different life and career through study, supplied a simple "No" to question 3. Joseph had travelled to Bali several times before the course and has since been back several times as well as to Europe.

22. Wendy, female, 40-50, a forceful personality, a suburban mother with grown children looking in formal study for mental stimulation and perhaps esteem she had missed out on earlier in life. Wendy wrote: "I have studied French to Junior level at high school and then one term advanced studies at Technical College. I really enjoyed it and find that I still remember a lot. It hasn't necessarily helped with learning Indonesian."

It is interesting to note that seven of the students perceived prior FL study or exposure had in some way shown them how to learn another FL or motivated them. Seven were negative about past FL experiences. Six were neutral or unsure. Two had no prior FL experience. These superficial introductions demonstrate the diversity of personality, life experience and language learning expectations in even this relatively small study population. These fifteen women and seven men - along with eleven others who did not complete the questionnaire - spent a second semester learning Indonesian, including two hours per week at the computer laboratory. The twenty-two described above contributed many hours of their time to complete the study questionnaire. Their responses and this researcher's interpretations of them form most of chapter five.

The possibility should be noted that those who completed and returned the questionnaire may have favourable attitudes towards the discipline area or be positively disposed to assist the researcher. This could skew results. However, in several cases of non-return, the participants offered apologies citing lack of time and two gave generously of time to record individual interviews. The results also indicate that the 66% of enrolees who did return the questionnaires were not constrained or strictly positive in their feedback.

4.2 The data gathering process

The data gathering instrument and objectives have already been described in Chapter 3. A brief report follows on the conduct of the research and contingencies which required the study period to be prolonged.

Despite a full semester preparation period, the researcher still needed to discover and fix "bugs in the delivery system" during the first few weeks of the study. Clearly, problems arise which the developer does not foresee when living users sit at the screens and employ the software. If this were a quantitative or psychometric study predicated on accuracy of measurement of controlled discrete variables, careful pre-study trialling would have been essential. In this case, many small problems could be solved immediately or within a day with IT staff assistance - but not always in time to retrieve that lesson for that student.

Many students' level of familiarity with computer interfaces, including the use of Netscape and the World Wide Web, was lower than assumed and this also necessitated readjustment of the study time frame. As with teaching, so with research it was necessary to respond to the exigencies of the particular setting. The study period was extended to cover the thirteen weeks of the whole semester instead of simply the first three weeks and just one thematic web-based module. [3]

During this period, participant observer field notes were made by the investigator at any opportune time without disrupting the activities in the room when some observation or comment or happening seemed relevant to the issues under study. Research memos by the researcher, that is reflective notes on technical matters and their impact on learners, learner reactions and comments and apparent attitudes, were recorded in the same journal outside class contact time. Emails sent by students to the teacher were collected; excerpts are cited below. One group discussion was conducted and notes transcribed (see Appendix 8). In-depth interviews were held with one participant during the study period and with three others later during the writing of this thesis. The principal vehicle for eliciting learner perspectives was the open-ended questionnaire, distributed in the last week of the semester and returned by twenty-two participants over the following weeks. The timing of the questionnaire allowed for reflection on the entire semester experience and also for adjustments to the questionnaire items as classroom experience generated thematic interests. Again, in this way the research itself was interactive, responding to its site and population. Indonesian work samples were also stored for separate study.

4.3 Results in observational field notes and researcher memos

Observational field notes and researcher memos derive from noting down immediately, or soon after, comments made by students in the computer lab, or discussions elsewhere between students and the teacher. Each note is identified by the date and pseudonym attributed to the individual student, including some who did not fill in the questionnaire, thus not described above. Many but not all of the notes were read later by the participant concerned and agreement or amendment sought. The heading *Researcher Memo* was added where appropriate to the researcher's own reflections on theory, pedagogy or technical matters at the time. The following are only selections from some fifteen pages of transcribed, typed script (see Appendix 9). In this, as in the descriptions above, the role and voice of the interpretive researcher in attributing etic *significance* amid a flow of impressionistic data is clear.

These largely "unprocessed", ethnographic notes inform us in lively, authentic language of the participants' perceptions of their own learning, advantages and disadvantages of the computer medium, and of some the researcher's reflections during the study period.

June 11.8.97 "I can't learn lists of vocab, or I wouldn't bother. I've got to see it in context to remember them or reinforce my understanding of them. That's why I printed out the text of the activities, so I can look at them at home. Don't have to find a computer, log on, all the rest. When it's printed out you can make notes on the page as to its meaning, reminds you of the meaning, saves time, you don't have to go look it up again. You can't do that on a computer. I find working on the net interesting, you can flick between things , follow or look at what's interesting. But for serious study, for remembering, I'd write it down on paper. Remembering individual words is not all there is to language learning. You've got to understand the context they're used in."

Wendy 15.8.98 "I don't have a phobia about computers but they're something you have to get used to. I always write everything out first on paper, then transfer it to computer. I can't make notes directly on computer the way my son does."

20.8.97 Rebecca says "I can't email it to you. Computers are not my forte."

21.8.97 Researcher Memo Margot comes to my door, all red and excited. "I've been web-chatting with Indonesians! It's fantastic! It's terrible! I didn't go to sleep until 4.00 am. Now I've been on it all day. I love it!"

She has the dictionary beside her while on webchat and frets about being slow to respond but "they put it down to a slow connection. But I think I may have made some cultural boo-boos. The webmaster cut me off for five minutes!" We discuss topics one ought to be sensitive about for 10 minutes. She goes back. Motivated!

21.8.97 " Print it out!" *(Maria)* Download to disk *(Elspeth)* Frustrating. I hate computers *(Wendy)* "Terrific! Own pace!" *(Margot)* "Addictive!" *(name not noted)*

Researcher Memo Loss of group feeling, bonding, communication. Rebecca has trouble clicking the mouse on small hypertext link or button.

21.8.97 Researcher Memo Denny is not really familiar with the convention of clicking underlined blue hypertext. But it was small, poorly placed, needed big obvious button. Demonstrates that computers require whole new routines, skills, behaviours - can make students like Rebecca feel disempowered. [...] Rebecca enjoys the interaction and bonding of face-to-face oral class. Came to uni "to learn to speak it."

[...] Each student would have constructed: 1. basic homepage with text and pictures 2. sound recording of own voice on own topic 3. hotlist Next year, video?

Wed 3.9.97 *Researcher Memo* Alison is thoroughly enjoying being able to access the site from home. More pleasant to be able to sit in your own nest, smoke and go at your own pace through the materials.

Researcher Memo 3.9.97 My email in-box now has some 30 odd emails sent from the kuis page. I need to correct, record a mark and feedback for all of these which do not in fact have the students email address (because of using GeoCities site)[1]. Have to give them a box to enter email on - or just name@scuc.edu.au. Will be time consuming - 5 mins each? Some automated/database method of handling it would help.

So WebChat is clearly rewarding communication. But these modules? Rather passive, static. The kuis asked for student input but delayed feedback. More choose-jump-choose needed. Need to get artists' and instructional designers' critical comments e.g. use of colour. How can I recreate on computer those 3 stages of Ismet for handling the materials: 1. secure display questions 2. personalized discussion 3. generalized, culture-in-broad discussion? And especially the human satisfaction of *SHARING meaningful exchanges* (formatting here as used in Researcher Memo).

Wed 10/9/97 Margot

"The security blankets have been pulled out, the being able to joke and so forth in f2f classes. I get annoyed with their complaints." ("f2f" means face-to-face).

Researcher Memo Elspeth phoned [...] asks about the one-minute audio file I want each student to attach to their web page [...] proceeds to read me the most touching vignette of reminiscence about her upbringing in New Guinea. We correct various words together. Originality and topics that are personally meaningful, incorporated into assignments [...] pushes students to exploit and expand their linguistic resources to express what they really want to. And liberates them from the models they initially learned from and from teacher dominance. This question of dependence on teacher versus autonomy.

Leslie 23.9.97 Leslie wants exercises that consciously focus on e.g. word order and me- verbs in tutorial time (I say that the ngomong ['conversation tutorials'] are practice - grammar in action, just not conscious focus - grammar in isolation)

Don't drop CALL/Web fully, she says because: 1. we learn about computers

2. no threat, take your own time 3. can be fun, listening to sounds and stuff

4. can be confusing . If marks were not at all dependent on computer-mediated stuff, it would be more comfortable.

Leslie: "See we don't know. *I don't know if I'm doing well or if you're teaching us the right way. I've never learned a language before. You're the teacher. We expect that you know how to teach it*" (author italics). [...] Leslie recalls thinking "Oh my gosh, can you actually imagine if I got this far, flicking ahead through theme 10, 15, etc. And now I can! It's exciting! But I still need time to talk in Indonesian and Margot says she's happy to do that more often."

30.9.97 Field Note Denise believes you need more time to prepare because this web stuff is extra work. "I spent three hours on the wawancara."

30.9.97 Joseph "Might as well be learning from a book. I enjoy computers but I don't like it to take away from teaching time. I am not here for a correspondence course."

30.9.97 Derek actually laughed out loud at one of my punny or silly feedback items in module 13.

30.9.97 Alison is looking at her email from a Malaysian and Christine (tutor) warns her about getting Malay varieties of words, etc. While we are discussing if Hamidi is male or female, Penny comes charging across and asks: "Hamidi bin Abdullah!? How dare you write to him?!

He's my penfriend!" She's joking. And a ten minute session ensues with the three ladies discussing Indonesian/Malaysian language differences. And then Christina and Alison have a titter and giggle over that and the SELINGKUH joke from colleague at Monash University I sent around the Indonesian students by email.

30.9.97 Louise: "I learn by listening. I haven't been to tutes so I'm only getting the lab stuff and chat with friends but that's not a challenge. It's at my level. I also use the WebChat and learn some things from that. But that's not conversation. I still can't say it. I can read. I can pick out the meaning of just about any document. I still need clarification about me(N)- prefixes and such. "

13.10.97 Maria I don't own a computer for financial reasons and therefore I can't become familiar with them. So they intimidate me and put me off. It's time consuming to understand how they work. So it puts me off the track of what I really want to learn. I lose the motivation for the language learning itself.

14.10.97 Researcher Memo Only Denise is here who is delighted with the results that a WWW search on news sources for the kebakaran hutan [forest fires] in Kalimantan have given her in Indonesian and English as well as several emails from people in Singapore and Malaysia via the penfriends club she has joined - about the impact on their lives of the fires and pollution. This is for her essay. She loves having WWW access and wants it during the holidays. Also wants to learn HTML to expand her page.

15 October 1997 Researcher Memo Two hours before lunch with a group of seven [...] intensive, traditional, lots of English though. Everybody is so happy with these extra hours of chance to do f2f stuff, last week 12 or 13 attended. After lunch the 1.00 - 3.00 computer workshop on theme 15. Ten questions in Indonesian to be listened to, repeated, answered, listen to answer (recorded by guest). The usual story of hassles with sound, no output on about 4 computers, shift around, make non-Indonesian students swap seats or exit. An hour of silliness with headphones that actually dull the sound rather than make it more clear or loud. So most students don't use them so all the sound files compete with each other across the room. Jacqui and Rebecca share a monitor but Louise's computer next door is much louder so they have to strain to hear. So just before the hour is up I close the compacting doors to shut out the other lab and get them all to run through the first 3 or 4 question- answer pairs again with me. (Human assisted computer learning)

Rebecca says she liked it. Denny never got past no. 3 or 4. Most didn't get kuis done in the second hour.

17.10.97 Lynn says she appreciates being forced.

20.10.97 Researcher Memo "Intimidation", Maria says. She feels working together is always better for language learning. She tells Sean to get his act together and come tonight. What puts Maria off about computers is that others are (or seem) so familiar with them, they have an advantage.

22.10.97 Rebecca thinks the love letter is so sweet and sad. But later points out the use of Mas and Adik[5] among sweethearts sounds incestuous to us (with a laugh). Also, the di sini meaning "over there" where recipient of the letter is. Lots of cultural import even though "just text" letters.

21.10.97 Researcher Memo When I said: " Oh well, I'll run back and print out what you need since the lab is full of other students. Let's just talk through it." "Oh good!" says Joseph, "*I prefer some interaction anyway.*" Meaning he sees any CALL as much the same as sending him to a book, static, not really interactive teaching/learning.

27.10.97 Nadine is back from a fortnight in Bali with two friends. She had a glorious time, is elated with the power to communicate she found she had, had many conversations, made friends with various Balinese, thinks they are "just such wonderful people", and hopes to work in Indonesia some time. [...] Nadine says she's quite enjoyed using the computer stuff this semester BUT it has allowed *her not to push herself as hard* as she did in Semester 1 with the demand of having to perform in f2f class each week.

Researcher Memo "Teacher push" and peer pressure can be extrinsic motivators.

27.10.97 . Denise herself says happily: "I feel like we're on the edge of it. We're just about able to really understand lots of real-world language materials by ourselves."

27.10.97 Researcher Memo Denise loaned me the kebakaran hutan articles, one of which was passed on to her by Edi, an email contact. This is pretty good, I think, that a raw first year total-beginner is researching for her oral presentation, using original materials in the L2. Incidentally, she used the Web newspapers and SEARCH tools, WebChat, and email to access all this which she could not otherwise because this new uni's library doesn't stock either old classics or update periodicals in Indonesian

27/10/97 Trish and Denise are on my final web activity, "Wandering in the Web." The number 2 site about sertifikat tanah turned out to have a bit much new vocabulary even in the first two-three paragraphs I want them to skim. So the tension between letting the L2 learners loose on unrestricted materials - which may defeat them and dash their confidence (motivation) - versus selected or artificially composed and contrived materials. Probably careful selection finds the right balance. I printed vocab help on paper so as not to have four frames. Three is enough (list of links in top frame, main display of visited pages in largest middle frame and fill-in form kuis in bottom frame) and all are needed. Technical matters impinge on what and how students *interact* with the materials and learn.

29.10.97 Researcher Memo Anxiety Wed morning extra class. Aileen, Judith, Rebecca, Joseph and Tracy. *Rebecca* was talking about anxiety. She said, for her, computers evoke the same anxiety (defined as "nameless fear", she tells me) that class oral presentations do for Alison ("I didn't come to uni to be a Toast Master.") Between Rebecca and I, we concluded there are three compounding anxieties at play:

1. any FL learning at tertiary level involves change and cognitive challenge, assessment, and you even pay money for all of this

2. any FL learning is per se a massive cognitive challenge

3. computer usage itself is a cultural/learning style shock to many, especially those (even like Judith who is only 18 and says "I did no computing at school") who are older and unaccustomed to computers, their systems, software conventions, hardware configurations, etc.) Many get panic attacks. All are convinced they learn less well with the computer mediated materials than with f2f classes, tutorials. So, what are the factors they believe makes them learn? What do they think they are learning? How? Why?

30.10.97 Margot "Without the Chat groups I wouldn't even be a PASS student. Often on the Chat line, words just come to me out of nowhere. Like NATAL. How did I know that? The Indonesians usually write formally to me and I'm getting quicker, not having to flick through the dictionary all the time as at the beginning. They use abbreviations and all sorts of slang to each other and I read that." Someone signed on with a different name. Margot sussed after a few sentences that he wrote very much like so-and-so. She "asked if he knew X. He wrote back, I am X. So, that's become a joke. They give me lots of curry, try me out. But I just josh them back. A group of about four of them know me. They know my limits. They asked should they call me Ibu. I said No. They give me stuff. They call me 'the spy from the West'.

Every 15 minutes or so, they'll check if I'm still there when I'm in my quiet 'listen in' mode. They ask if I am uncomfortable when they talk in dialect. They give me Muslim prayers, pantun and philosophy. They tell all about themselves, one was a giant in the Ramayana play. They give me children's songs. I don't ask for anything in particular."

5.11.97 Researcher Memo

Several students mentioned today following their presentations that they feel they don't have enough opportunity to talk in Indonesian with others. Mind you, only four made the effort to come to the MALAM NGOBROL [Indonesian community get-together]. But, I admitted freely to them, yes, taking away 2 hours per week out of the five from conversation to screen-gazing definitely means less time on talking. So, should CALL always be supplementary if you have the chance to learn f2f on campus.

6.11.97 Louise likes the computers very much, she has come in 5 or 6 times this semester of an evening. She likes the ability to repeat the sounds time and again and not feel embarrassed.

Roberta says once that flickering screen is gone, it doesn't stay in my mind, I'm onto something else.

7.11.97 Phil Gorbett IT technical staff says the negative/reluctant reaction of students was only to be expected given the clunky Windows 3.1 interface. And a NOVELL backbone without specialists who know e.g. how to do CGI's on it

13-11-97 Sense of group belonging, "we-ness", also disappeared in that walk-through lab. Denise said what I love about Indonesian is that you get to know people, talk about each other's lives, actually make friends - you lose that interpersonal interaction. The computers aren't interactive the way human encounters are, except perhaps when some students used the WebChat to communicate with students in Jakarta or elsewhere.

17/11.97 *Researcher Memo* My feedback to students whether online or on paper remained the same old find-the-inaccuracies of word choice, word order, and allocating a mark based roughly on success of communicating their ideas and proportion of correct/incorrect expressions. So if assessment is a core activity, this stayed conventional, unchanged.

Penny accessed and downloaded all the Grammar Pages and took them all home and rang to say how it made it "all come together" and fall into place. Margot said to her on the phone: "Didn't you get that months ago?" Though I used the Grammar section of the website in every lecture, Penny missed the fact that she could and should access it herself.

22.1.98 Margot "My greatest frustration is that my enthusiasm far exceeds my ability."

Researcher Memo How can Penny make insightful breakthough with grammar if she can't transfer the materials off the lab screen to a useable form at her home, paper or screen? A practical consideration. What is best on paper should be (?) left to paper not trapped on a server?

4.3.1 Discussion on Field Notes

The field notes above, along with the Focus Group session held on 12 November 1997 (see Appendix 8) alerted the researcher to many of the concerns and perspectives of the learners. Clearly the problems of an unstable computing environment and unfamiliarity with the system and interface were influential. Many other themes often found in the literature appear in these notes: anxiety in moving out of the comfort zone of old habits; reliance on the teacher for goals and teaching-learning methods ("You're the teacher. We expect that you know how to teach it"); expectations of language learning and of computer systems; individual level of autonomy and initiative; contact with native speakers and authentic materials; motivation from personal messages and meanings of learners (Elspeth's "reminiscence about her upbringing in New Guinea", Denise's forest fire project) and personal style of teacher/CALL designers (e.g. in choice and slant of topics and texts, use of humour, etc); the influence of perception of peers' attitudes and comparative performance; collaboration and peer tutoring; integration and convergence of CALL materials with other course resources and activities, and with human dispositions; appropiateness of different materials to oral class, to book-based work or to CALL; the level of cognitive challenge in the content and the tasks; cultural import in language; face-to-face interaction and relationships versus computerised interaction (Joseph's "I prefer some interaction anyway.").

Computer use for this transition generation may be a culture shock (as for Rebecca) but lead to relationships with distant native speaker strangers as for Denise and Margot (who got so much benefit from WebChat). Beavis (1997, 223) claims that "the sophisticated technical ideas of computers games and computing shape how the young think about themselves, while foreshadowing what will be important in our entire culture". Beavis predicts "new cultural symbols and meanings" are taking over from those anchored in print and the industrial age. ... by about 2010 the techno-cultural understanding and practices of the children described in this chapter will incorporate the whole sociocultural space called adulthood so that there is no computer technology 'alien' phenomenon as such" (Beavis 1997, 223). Participants in this

study, however, still seem to value, enjoy and prefer face-to-face teaching/learning, not being lectured at, but interactive, personalised meaning exchange and a mixture of application to task and human "fun".

This study is concerned with knowledge space and place according to its participants, the environment as they see it, the environment they receive and construct. That environment is cooperative, occasionally competitive, full of the pressure of others' expectations and the risk of anxiety, and a place of opportunity. Do they see the computer lab, the online materials or webspace as a place for communication and fulfillment of intentions? Should CALL be supplementary only, or optional, for on-campus students? What dimensions can it add to face-to-face work when all proceeds smoothly? The varied and conflicting reactions to web-based learning indicate, not surprisingly, that learners have many different inclinations, aptitudes, levels of confidence and comfort with computers. For each of them, and the teacher/CALL designer, Rebecca's "big question" in the Focus Group is valid: "How do you best learn?" (See Appendix 8).

It is also clear that *not even the students themselves know this completely at the outset* or even along the path towards FL proficiency, nor can their teachers know their inner predilections, motivations or aptitudes. It may be concluded that is precisely what a language learning course involves: a getting-to-know-oneself for the learners, and study of learner thinking and behaviours by the teacher. Many writers do indeed advocate teaching as a form of collaborative research between teachers and students (see Kohonen et al, 2000; Scarino, 1999; Lewis, 1993) - each learner learning about their own cognition, language and culture as they come to know a FL and another culture. The role of grammar, for example, is an issue for teacher-learner dialogue: is it best left to students' own time, grammar exercise drills representing exactly the sort of low level, mechanical learning that should be abdicated to computers? Also, the question of students wanting dependency: is it that "they have been brought up in a discourse of expecting teachers to tell them what to do" (See Researcher Memo 26-1-98). Can this be discussed and a model of autonomous learning be offered through CALL? All of these reflections contributed to the research participant questionnaire.

4.4 Results - Email collection

Student perspectives and the learning climate may also be depicted and interpreted from the emails which some students sent to the teacher. These contributed to the evolving research design in that they provided feedback as to what seemed to be working, how and for whom

and what were their attitudes to FLL and CALL. The issues of importance to learners were thus able to be worked into the questionnaire later.

> From: *Alison* <.....@squirrel.com.au>
>
> TO:SCUC_DOMAIN.ACAD_POST(PMAHNKEN)
>
> CC: SUBJECT: postscript
>
> I forgot to tell you what fun I am having on the Netscape visiting sites in Djakarta, Jogjakarta and Bali. Checking out the hotels etc. I have tracked down all sorts of information via the Altavista site! It is very easy to lose hours and even days on the Internet.
>
> I am in fact enjoying doing the workshop material and exercises from home and hope that we are not expected to complete the various exercises without any reference to books and dictionaries? If that is the case I am sure I am falling behind considerably .... these me-verbs are somewhat confusing I find. However I guess like learning shorthand it will all fall into place eventually? [Date not recorded].

The fact that this student writes in English with only place names in Indonesian - especially she who had spent a few teenage years in Indonesia - is a little disappointing. However we need to remember this was but the sixth week of second semester (week eighteen when we count first semester) at five hours per week. Without specific study of "letter writing" yet, this student prefers to communicate her enjoyment, her doubts and her confusion in her L1. It is unrealistic that she attempt to communicate her feelings in the target language at this early phase. This recalls Crozet and Liddicoat's (1999, 5) contention that we must allow learners' other language(s) into the classroom, accepting that these learners will always be bi/multilinguals, not aiming to become pseudo native speakers.

Some emails were simply to ensure the lecturer knew about technological glitches. Others indicate that some students took the opportunities afforded by the web and by Search Engines to locate and browse websites and even contact Indonesian speakers. Alison sent copies of two emails she received in bahasa Malaysia (close to Indonesian but enough spelling, lexical and grammatical differences to give a beginner some difficulty and some interest. See Appendix 5). The simple thrill of using international

email with an authentic correspondent is evident in her wishing to share the experience with her teacher.

Another student asked assistance how to search for sites on the web. "For my essay I am going to write about the forest fires in Indonesia. Could you please suggest a few strings of words I could use for a search. "Hutan api" does not work. What next?" I gave her the Indonesian term for forest fires (kebakaran hutan) and a few other suggestions. Later, she sent me as an email attachment her hotlist of Indonesia-related sites which she had collated while researching her major essay. I added Denise's sites to my own resources Page[6] with acknowledgement. In this way also, learners could feel the site was partly their construction (despite the security concerns of our IT staff which precluded direct authoring by them on the site). Denise's end-of-semester essay was of very high standard, as well referenced as an essay in her native English, clearly informed and enriched but not plagiarised from all the sources both public and personal she accessed via the Web. Based on an issue selected for its personal interest, Denise's experience constituted active and autonomous learning which also involved interaction with her teacher. This kind of result is not only gratifying to the learner and teacher but also, if it becomes common practice, deflects some of Parker's (1998) criticisms of the value of the Internet in languages learning.

4.5 Results of Focus Group and in-depth interviews

In the Focus Group (12 November 1997) and in-depth interviews, further data were gathered from participants. Margot, Elspeth, Trish and Denny contributed interesting ideas in in-depth, semi-structured interviews. These interview results were initially intended to be presented in case studies but have been held aside for separate publication. Issues from Margot's interview were incorporated in the questionnaire and all inform the interpretation in chapter 5.

The Focus Group yielded the following concerns of participants. The physical environment was not conducive. *Elspeth* proposed that computer lab with carrels are needed to overcome distraction.

Among benefits of CALL, "moving into the 21st century with this medium" was cited by *Elspeth.* Others valued the individualised practice "hearing the sounds at home many times, better than rewinding tape" *(Elspeth)*, "operating at her own pace" (*Penny*). *Alison* likes being able to do it at home, room to spread out, no distractions.

Disadvantages included the encroachment on limited tutorial time for teacher-student interaction *(Patrick). Penny, Joseph* and *Margot* criticised the "extra vocab on CALL materials. Penny did not have enough time to ingest what seemed like 400 words vocab, very daunting" and "made her feel like a failure" *(Penny). Margot* felt like she'd "fallen into a black hole in the first week and then in week 2, the screen background was black "so I had it literally confirmed that I did fall into a big hole."

Loss of sociability and collaborative oral practice was the most lamented inconvenience. For *Rebecca* "the big question is how do you best learn"? The isolation of CALL is what Rebecca "hates most". *Rebecca* felt massively stressed by it, and learned less this semester, actually went backwards. "It has nothing to do with autonomy; it's about wanting and needing to be with others, learning with others." *Rebecca* believes "Language is talking unless you just want to be a translator". *Elspeth* finds she hasn't talked a lot, especially independent or spontaneous talk this semester. *Elspeth* would call out for tutor help and wait on the point of difficulty, not proceed independently. *Penny* sat with *Denise* one day and found pairing on the computer far better. According to *Joseph*, "autonomy is fine for other areas, but this is language learning which is communication between at least two people - not one person and computer. The environment of the computer lab is not conducive to conversation even when the activity is supposed to be conversation". *Denny* stated it all boils down to "we can love you [a teacher] but we can't love a computer". *Maria* would have preferred a teacher-directed, lockstep approach: "The computer unit should have every student on same screen at same moment". Maria wants to learn the language, with the security of "moving together. To learn the language means to talk, to converse. For me, the CALL is for individual study time." *Chloe* concurred that she "lost out on conversation". *Jacqui* "needs interaction".

Lack of computer literacy and the slow pace were discussed: "one hour work done in two hours" *(Patrick). Maria* found the technical hassles utterly frustrating and went home one day. *Elspeth* is not au fait with computers but really wants to learn Indonesian and felt huge pressure of two challenges at once. *Penny* thinks younger people will be far more at ease. *Denny* suffered the "overload of Indonesian input and technical complexities at same time". *Maria* was envious that others seem to whiz around the computer environment, "make me feel inadequate". She believes the "Web helps with independent outside study". *Lidia* has had lots of computer experience but "felt lost on this CALL. The CALL didn't force wawancara vocab into memory, didn't consolidate. Panic when you see others far ahead, you think "oh well, I'm still toddling."

Interface design and technical problems were not laboured here. *Penny* would really appreciate more visuals on the interface, "more friendly, not just slabs of text". *Patrick* stated that the "dictionary didn't function properly". Overall, many participants considered this CALL experience to present, not learning opportunities but "learning blocks, we all felt it" *(Rebecca).*

All of these issues are dealt with further in chapter 5: the learning environment, the benefit of individual access, overload, loss of sociability and collaboration, insecurity, discomfort and loss of confidence in the face of new media and new skills.

4.7 Discussion and conclusions about implementation of study

There are indubitably many other paths that could have been chosen for this research. Because it was an exploratory study integrated with and grounded in the reality of this particular university FL course, and predicated on a commitment to privileging the learners' perspectives, the study itself was adaptive and took some unexpected turns.

Chapter 4 has described the research setting, the study population, the educational processes, the data generation and collection instruments and their connections to the major themes of this investigation. Some initial results have been presented. The most important data gathering instrument, however, was the Research Participant Questionnaire administered at the conclusion of the major study period. Chapter 5 presents the results of this questionnaire and includes parallel interpretive reflections on those results before chapter six attempts a summary sense making of the data and the whole study, and proposes links to FL and CALL theory.

Chapter 5 Data analysis, results and interpretation

5.1 Introduction

This chapter presents an interpretive analysis of the central data gathered during the study period. The primary source to be analysed is the completed participant questionnaires described in the last chapter and attached in full as Appendix 7. Although all data were coded, necessarily only responses deemed by the researcher to be valid, salient or significant are used in this chapter. Some responses are coalesced into one summative depiction of learner perspectives though closely grounded in the original data. As appropriate, supporting evidence from the other sources (interviews and classroom observational notes) will be cited. (Questionnaire items 1 to 3 have been reported in Chapter 4 and are little used here).

The chapter is divided into three sections matching the three overarching questions which have guided this study:

5.2 Learner perspectives on knowledge

5.3 Learner perspectives on interaction

5.4 Learner perspectives on motivation

The subheadings under which they are reported were derived inductively from multiple passes over the data and thematic analysis (as described in chapter 3), not imposed *a priori*. There are many cases of cross-referencing, factors or issues which do not fit neatly only in one hermetically sealed category as would be expected in such complex and interlinked processes as language use and learning.

In section 5.2, under learner perspectives on prior knowledge, definitions of language knowledge (first, foreign, specifically Indonesian and knowledge goals and outcomes), experience, culture, cognition and metacognition are considered. In section 5.3, learner perspectives on interaction, conceptions of method, the role of others, autonomy and control, computer mediated interaction and interactivity, attitudes to CALL are presented and interpreted.

Section 5.4 explores learner perspectives on motivation: goals and purposes, motivating factors, security, anxiety, self-belief and identity as a language learner, connectedness, integrative motivation, computers and motivation and perspectives on the future.

5.2.1 Prior knowledge

Questionnaire item 4 asked about "factors in life experience which had strongly influenced learners' attitudes or expectations of foreign language learning for better or for worse". This question gave rise to some indications as to what learners perceived foreign language knowledge to be but also what value, and values, they attached to it. Understanding of learners' prior knowledge of foreign language(s) sheds light on the expectations, fears and even misconceptions they bring with them as well as their purposes and goals in language knowledge acquisition. Thus, current expectations are a bridge between the influence of the past or prior experiences and the hoped-for future.

i. People in the local environment

Among the many dimensions of this issue, responses clearly point to the influence of other people. Dean refers to frequent travel and his relationship partner. "Having travelled abroad many times and being involved in a relationship with a person from a multi-ethnic and multilingual background I can see the benefits of speaking more than one language" (DTm4-K1). Derek refers to his wife and his father who is multilingual (DRm4-K1). Alison's parents having lived in Indonesia on two occasions for considerable periods, she holidayed there from school in Sydney. "My father studied Indonesian at language school at Point Cook and was a fluent speaker. All influences of a positive nature – Indonesia was a major part of my teenage years (ACf4-K1)."

Just as other people can be very positive influences on attitude to language, they can equally be off-putting as in Denny's answer:

> Latin was always tedious - we had tedious teachers. French was simply irrelevant to our schoolboy experience. German had promise of being useful as I had been streamed into Maths and Science. Nevertheless I was always interested in language - realising it was essential for communication and human interaction and understanding generally. For instance before travelling overseas I attempted a short adult education course in both Russian and Chinese, and greatly appreciated the opportunity that gave me to learn something of their cultural aspects and their intricacies of sound and expression - as well as their concepts (DSm4-K1).

Denny described other language learning experiences in "Kuching (Sarawak) 1945, subsequent visits to Bali; various Indonesian studies in Melbourne" and in Queensland (DSm4-K1). Denny

managed to overcome his early aversion to foreign language despite the "tedious teachers" of earlier decades who treated language as an objective, quasi-mathematical, system, losing the opportunity to learn language as meaningful, enjoyable, culture-mediating and humanly fulfilling communication.

Aileen benefited from the model of an older brother who "studied Japanese at Griffith Uni and lived in Japan for 1 year with his wife and 2 children. He teaches Japanese now, and is going to Japan this year for 12 months to teach English" (AWf4-K1). It is now common in educational discourse to refer to the social or joint construction of knowledge and shared cognition. In fact, not only in the mechanistic or processual sense of knowledge construction but clearly also in the affective and value loading of different kinds of knowledge,

The answers above show that the attitudes towards foreign language knowledge (a kind of epistemic knowledge in itself) are strongly related to interactions with and ideational influences of other people. This points clearly to a link between knowledge as propositional fact and the weighting we give it when we categorise, store and rank it in our minds.

ii. Travel or living abroad

Travel or living abroad can be interpreted as another kind of "influence of people". For Joseph, "my experience on holidays to Bali activated my interest in this foreign language. My attempts at learning some words whilst on holidays was met with sincere appreciation by the locals and I therefore enjoyed the greater opportunities for interactions" (JDm4-K1).

Denise felt likewise: "My experience in Indonesia strongly influenced me. People in Indonesia were very encouraging and accepting of foreigners having a go at their language. I didn't feel uncomfortable or embarrassed" (DCf4-K1).

"I guess because I know I've spoken a foreign language before and now I can't. I feel disappointed which is probably why I wish to speak a foreign language" (NHf4-K1). Nadine has memory of prior knowledge that was probably empowering and allowed her to belong to a wider community.

Elspeth reported "growing up in PNG, hearing other languages spoken. Also 3 years in Malaysia. [..] my mother spoke French". From this life experience, Elspeth clearly knows that foreign languages are genuine media with which millions of people outside Australia conduct their communicative lives. It is possible to grow up in Australia (as in other countries) with the impression that one's native language is the only language or at least the only one necessary. It is not implausible that many young Australians consider foreign languages almost a fiction

invented by teachers to keep them busy. A parochial cultural-linguistic frame is resisted, and can be unsettled, by interaction with influential people or new environments which demonstrate clearly that other languages exist and other people function as adequately with them as learners do with their own L1.

For many people it is both overseas travel or residence and the people one meets in the home environment who create a frame of reference for foreign languages, conducive or otherwise. Rebecca wrote: "I have wanted to speak another language for a very long time. Living in Japan for 2 years when I was 21-23 was a factor, living in very multicultural Melbourne was another, going to Bali another. Knowing so many bilingual people in Melbourne gave me the expectation that learning another language was possible" (RLf4-K1). Melanie had "travelled in Europe and realised the necessity of having another language as 'insurance': many, if not most people in Europe speak more than one language, which made me want to learn each language, in order to more fully experience and understand each culture" (MIf4-K1).

"Mostly stimulated by travelling to these countries. Was not inspired to learn before then," reported Patrick (PSm4-K1). So, first-hand, lived experience of other people and cultures is a prior experiential knowledge, a potent means for cracking the monolingual/ monocultural shell and encouraging FL study. Importantly, bilingual models convinced these learners that FL knowledge is not unlearnable.

iii. Study and instrumental purposes

"Studies in International Business has enhanced my desire to learn foreign languages in particular, Asian Languages" (MGf4-K1). Where Maria was in fact a Business degree student, Sean was not although his attitude to foreign language knowledge was very utilitarian:

> "Employment opportunities (eg AFP)[1], show off to others, the dramatic rise in economic power of Indonesia and a number of states in this region are becoming the new contact of the world) in terms of economics, political and cultural activity. New power centre of the world. All future action and opp." (SMm4-K1)

According to Jan, successful prior FL study and vocational goals shaped her views of FL knowledge. Previous success, instrumental and empathetic goals mingle here.

> I was getting A/s in Japanese so I thought I would give Indonesian a go (ie I should be able to handle it). I have always had an interest in Asian languages especially due to a strong desire to learn about the Vietnam war. I want to

> do nursing so I thought I should try to learn at least one or two languages for foreign patients in Australia and if I travel for work or pleasure. Meeting foreign people and seeing them being uncomfortable and struggling to communicate also influenced me to learn another language as it must be scary to be in a different country and not be able to understand or be understood" (JRf4-K1).

Wendy could not distinguish influential factors in her life experience which had strongly influenced her attitude or expectations. "No particular reason except I can see the special need to study Indonesian especially because of their close proximity and future international relations" (WLf4-K1).

In these responses learners express ideas on what languages are, and what they are used for. Some have quite functionalist and vocationally oriented views of language knowledge. Others hold views about the goals of foreign language learning which are more humanistic or idealistic. It should be remembered that all of these students are in fact swimming against the tide of an Australian society which largely does not reward or valorise their choice of L2 study (see section 1, this chapter2). Their belief in the value of foreign language knowledge for intercultural communication and relationships in general, and in their individual futures, indicates that the negativity and apathy towards foreign languages is not absolute and that personal and interpersonal experiences can exert a positive influence.

The quizzical answer of Josie (JTf4-K1) was perhaps not directly responsive to the question but useful in that it indicates how fragile is the 'subject loyalty' of many students (one test result makes her consider dropping out although she finds it an easy field of study.) There is also an inner debate about "what she knows" compared to what the course instructor's test is telling her she knows.

> I feel that knowing a foreign language is important. Even though I haven't been spending the time I should on Indonesian. Up until the test the other day I felt I knew a lot. But that day it just felt like I knew nothing when in fact I know a lot. Subsequently it has made me reconsider my decision to continue with it again one day. I am still undecided. I found Indonesian very easy that is why I can get away with only doing the bare minimum amount of work. Imagine how good I would be if I did the work I should have. Wah (JTf4-K1).

Is Josie right, or the test right, about what she knows? Can both, based on different expectations, be right? Knowledge is always in need of negotiation to reach a shared understanding (see 5.3). Four participants gave nondescript responses (either "No" or "not really") to this question.

iv. Discussion

These results need to be contrasted with responses from students who have turned away from FL study (the majority in English dominant countries) to give an overall picture. For these learners of Indonesian in 1997 at least, the factors in life experience which had strongly influenced attitudes or expectations of foreign language learning consist of: people (family, partners and foreign acquaintances), travel, success at learning and using the language, and personal projections about future travel or careers. No explicit mention was made of any influence of public media which perhaps reflects the paucity of broadcasting of foreign language materials in Australia despite the two decades of the Special Broadcasting Service (SBS). Except for the large capital cities, one must seek out the FL newspapers and broadcasts in English-dominant Australia.

5.2.2.1 Learner descriptions of first language knowledge

The second coding item induced from the data was "definitions of language knowledge" (coded K2). The questionnaire included three questions (items 5, 6 and 7) which elicited learners' views of language itself, of a second language and of Indonesian language learning. All these questions included the request to "describe your expectations" to elicit both perceptions of language as a phenomenon and what the learner as agent does with it.

i. Expectations of first language

Question 5 was "*Can you describe your expectations of language - what is language in your opinion? What do you expect to be able to do with your first language?* Responses included a rich variety of descriptions of first language and the learners' expectations of it.

Thirteen participants mentioned "communication" which reinforces the perspective that language is a medium for people-interacting-with-people as in the previous section. It is interesting to speculate if the term "communication" would have figured prominently in responses of foreign language learners or their teachers before the 1970's. The first group of answers given here rely on the word "communication" but many then further define what was intended.

Language in my opinion is a form of verbal communication. With my first language.... Either Spanish or English, I would like to be able to speak, write and read (MGf5-K2).

Language is communication. My first language has to be able to allow me to function effectively in my working life, socially and in my relationships (NHf5-K2).

Communication in many aspects such as pleasure, work, learning about people and life. Language has many different ways of showing where people come from and what status and class they are from. Whether or not they are educated rough or gentle etc (LTf5-K2).

Language – ability to articulate/convey/communicate opinions, feelings, needs, gain knowledge, between people of the same and different cultures. Have fun and make trips to Bali/Indonesia more meaningful and interesting. Participate in local life (ACf5-K2).

To communicate my thoughts and ideas to receive those of others. To share with others. With my first language I expect to participate totally within my community to read, write talk in a clear and concise manner to express myself creatively and to understand symbols metaphors and colloquialisms when others express themselves (DCf5-K2).

Language is to me a means of communicating. Once the communication is lost, nothing can be achieved. (MIf5-K2)

Language is a communication tool (JRm5-K2).

Language is a form of communication between people. I expect to be able to understand what I am doing and why. Also to communicate and use it effectively and creatively. (Oh to be like Bryce Courtney[2]) (JTf5-K2).

Language, I guess, is the medium of communication, so I expect to be able to use that with native speakers (PSm5-K2).

I expect to be able to communicate effectively and approximately with all different types of people about whatever I want. I want to develop an extensive vocabulary (JBf5-K2).

> Language is the basis for communicating concepts. I hope to be able to develop my skills in effective communication with a broad range of people (DTm5-K2).
>
> I expect language to help me understand different people and to help me communicate my needs. I believe language is the means to communicate (AWf5-K2).
>
> To understand what is being said and to be able to talk back fluently (CPf5-K2).
>
> My only expectation of a language is to have a high degree of proficiency in communicating with others. Language in my opinion is a particular form of sounds or words used to express thoughts or feelings to others. I expect to communicate clearly what I wish to express when meeting and mixing with others in all kinds of situations and environments (SMm5-K2).

It should be noted that in most responses above there is a tacit assumption that it is oral-aural communication, conversation, that is intended despite Josie's reference to the novelist. Learners do not say they want to access great literature, newspapers or dictionaries. They want to "understand what is being said and to be able to talk back fluently." (CPf5-K2); "to have a high degree of proficiency in communicating [...] when meeting and mixing with others (SMm5-K2). These learners variously perceive of language as a medium of communication, knowledge exchange and construction, "the basis for communicating concepts" (DTm5-K2), working, socialising and relationships (NHf5-K2).

These responses indicate that in this study population there is a lively awareness of language. Their descriptions parallel many of the constructs of language teachers and linguists such as the macroskills ("like to be able to speak, write and read", MGf5-K2) and sociolinguistic insights ("Language has many different ways of showing where people come from and what status and class they are from. Whether or not they are educated rough or gentle etc" (LTf5-K2). There are responses redolent of the functionalist perpectives of the Hallidayans ("My first language has to be able to allow me to function effectively in my working life, socially and in my relationships" (NHf5-K2).

Besides many references to participating in life and communities, to sharing with others, there are references that would please semanticists: "write talk in a clear and concise manner to express myself creatively and to understand symbols metaphors and colloquialisms when others express themselves" (DCf5-K2) Very few other respondents described aspects of code, perhaps influenced by the wording of the question ("expect to be able to do with your first

language?") Judith wanted to "develop an extensive vocabulary" (JBf5-K2) and Wendy stated: "I find the origins of language interesting" but continued with a very practical focus on behalf of younger learners: "A second language, (especially for younger people) has many opportunities for future work. Travel agencies, banks, tour guides..." (WLf5-K2).

Denny leapt in at the deep end. "Language is an expression of self in fact a project of self and thus a means of communication with other beings, which hopefully can lead to understanding and appreciation of our neighbours and the world we live in. Language is also the means for expressing ideas and conveying information."(DSm5-K2)

Whether Denny meant "project" or "projection" in his answer, it has a philosophical bent befitting his septagenarian experience perhaps. His psychologist wife Rebecca demonstrated awareness of prosodics but also a cultural outlook anthropologists would be comfortable with:

> (Verbal) Language is one of the modes with which we communicate with each other, body language and tone being the others. Language reflects the culture - language is contained in culture and culture in language. If I use my first language effectively I expect to be able to communicate with clarity (RLf5-K2).

Derek is a younger man with a spiritual outlook that also gave a philosophical tone to his response. "Language is a way of making sense of the world but also a way of making the world. I would expect to be able to engage with other constructions of reality via another language" (DRm5-K2).

It was interesting that Jan brought in issues of language acquisition and proficiency even though we were still focussing on first language:

> With my first language I expect to be able to communicate with people in a way that will be understood by all people with English as their first language, and help those who are not so good with English (whether they are foreign or just cannot grasp the rules etc easily i.e. children (JRf5-K2).

Penny gives a response imbued with awareness of the aesthetic:

> Language is primarily a tool which facilitates communication between people. It also can be a form of intense personal written and vocal expression of our innermost feelings and observations to others. Learning different languages to our own makes us more aware of the beauty and idiosyncracies of our mother tongue (PHf5-K2).

ii. Discussion

It can be seen that there exists even in this small sample of a tertiary foreign language class a cross-section of divergent and valid understandings of language. We are examining here only the "definitions" these learners were able to offer in words in a few lines in one questionnaire so we should not imagine this is summative of all their thinking. However, it does give cause for optimism that FL teachers need not institute compulsory linguistics for all before they can undertake language study with informed expectations. Given the opportunity for discussion of the competing and complementary understandings of language, linguistics and language learning strategies in class, and provided some readings, these learners could probably teach each other much that would be helpful in FLL.

5.2.2.2 Learner descriptions of foreign language knowledge

This section includes a summary and analysis of participants' responses to question 6 (*Can you describe your expectations of a second or foreign language?)* How do learners' assumptions about first language knowledge differ from their expectations of a foreign language? Do they share the perspectives of their teachers or other experts? Do they regard the learning of a foreign language in an academic setting as necessarily producing – for better or for worse - different outcomes from naturalistic acquisition? Do some learners not reflect deeply at all?

In analysing the participant responses to question 6, the researcher looked for key terms or ideas which explicitly or implicitly yielded learner perspectives on the nature of foreign language knowledge. Implicit in expectations are often the goals or *the prospective knowledge* learners hope to gain from their study.

A crucial issue is whether learners expect in the FL (or L2) all the same capabilities their L1 provides without access to the environment and the long experience which promotes L1. Many students are said to bring unrealistic expectations of rapid advanced fluency to FL classes (Hawkins, 1980) which lead to later disillusionment. Indeed one learner simply wrote "See question 5" (ACf6-K2). Other responses included: "As for no 5. Also just to master a second language would be very satisfying" (WLF5-K2). [3] The responses produced classifications of communication, component skills, culture, and awareness of self in knowledge formation.

i. Communication

Again, the concept of communication looms large.

> Language is communication. I hope through speaking Indonesian I am able to better understand the Indonesian people, their culture (EHf5-K2).

> In my opinion, language is communication. My expectations from learning another language are to be able to converse with non-English speakers and to gain better insight in their culture. I hope by becoming bi-lingual greater opportunities in both career and life will open to me (JDf5-K2).
>
> A second language is still about communicating and depending on whether it is for pleasure or for business determines my expectations. I'm not sure which one I'm learning it for (NHf6-K2).
>
> If I was studying the language I would definitely expect the *same [as for L1?].* However, initially I expect to understand and communicate the basics (JTf6-K2).
>
> To be able to communicate with native speakers of Indonesian (JRBf6-K2).
>
> Language is communication. I expect to be able to talk with people (at the very least introduce myself and say hello) and understand the basics of what is being said. You don't need to understand every word to talk with someone, and like I said before, put them at ease (if in Australia). I also expect to be able to get by in their country with what I already know (JRf6-K2).
>
> Really only that -- to be able to communicate to understand meanings and expressions of another language (PSm6-K2).
>
> I want to learn how to communicate with Indonesians in their language (JBf6-K2).
>
> To develop a sound proficiency in trying to communicate with others.
> Able to understand one another (SMf6-K2).

It is unclear if Sean's "able to understand one another" (SMf6-K2) implied classroom peers or an abstracted "others". It would be interesting if a learner accepted as a goal the use of the FL with fellow non-native speakers (NNS) learners as a legitimate objective. Indeed, the lived experience of the classroom is more immediate experience than the deferred gratification of a trip to the target language country. Some learners never get to exercise the FL in an authentic FL environment.

Key words in the above communication extracts include "better understand the Indonesian people, their culture", " be able to converse", " insight in their culture", "to understand and communicate the basics", " talk with people", "don't need to understand every word to talk

with someone", "to understand meanings and expressions of another language", "able to understand one another". There is a strong vein in these responses suggesting language knowledge is for - and is made up of - active communication with other people who have different structures of meaning, different cultures. "Really only that" from Patrick (PSm6-K2) indicates some learners' glib unawareness of the complexity of socio-lingual interaction. Is this why many are crushed and retreat when the enormity of the multi-dimensional task becomes apparent?

ii. Component skills

Only three students actually categorised component skills or aspects of FL knowledge for question 6. "My expectation of a foreign language is being able to send a message across and being understood. Writing skills in my opinion, are not as important as reading skills" (MGf6-K2). To speak fluently and to remember the language were Chloe's goals (CPf6-K2). Knowledge expectations for most of them are expressed in broader terms than the component skills of language or language use. Denny has a rounded and realistic perspective: "Read and understand the written language. Understand the spoken language. Understand and appreciate the associated culture. Achieve some simple conversational skills" (DSf6-K2).

iii. Culture

For many of these Australian FL learners, the intercultural impulse to reach out to and share meanings with people of different cultural backgrounds is strong and dominates their FL expectations. The link between a foreign language and its associated culture(s) is clear for many respondents.

My expectations of learning a second language is mostly that I will be able to use it. Also I think by learning another language I have become much more interested in a different culture of people. The Indonesian (LTf6-K2).

> To help me understand people from different cultural backgrounds and to communicate (AWf6-K2).
>
> I want to use it to become closer to the people of that culture to understand them and their culture better and for them to understand and feel closer to me (RLf6-K2).
>
> I hope to be able to understand concepts foreign to English (DTm6-K2).

> I would expect another language to contain different modes of meaning and culture (DRm6-K2).

The word and concept of 'culture' is so overworked and amorphous that it may be unclear what students and others mean by it. A student who expects "language to contain different modes of meaning and culture" has certainly thought about the issue while the word "understand" features for several of them. Each of these responses does not just cite "culture" as an objective artifact but also talks of people. Language is knowledge that leads to interest in, understanding of, communication with people. These respondents - in their own terms - see FL knowledge as a network of inner schema of representations of the world including the lifeworlds of other people, their cultures and of their language tokens and signifiers. These answers confirm that awareness of and openness to difference are part of the knowledge of positively disposed language learners and perhaps point to the area of greatest challenge in trying to reach those who opt out of FL study. The responses may also lead FL teachers to ask if what they choose as content aligns with "student needs and interests". It is interesting that some students here want to *use* the language to *understand* other people. Lodge (2000) attacks notions of use as an instrumentalism that undermines linguistic and humanistic language study. These learners expect to learn to *use to understand.* This may be interpreted as implying one cannot spontaneously communicate and understand others by willing it, or by passive absorption. One must *do*. One must *use* language.

iv. Awareness of self in knowledge formation

Denise demonstrates a clear sense of self-actualisation through learning.

> I feel that as I become more proficient in a second language my expectation will also increase. Presently I expect to be able to express my basic needs and opinions, understand those of others. I expect to be able to read newspapers. Once I have reached this level I will have new expectations (DCf6-K2).

Melanie has real world goals and an appreciation of the effort involved to attain second language proficiency.

> I would like to be able to work and live in another country and speak fluently with both languages. By learning a language of where you are working/living, I feel it shows that you respect the people and their culture. I would expect

> that a second language would be more difficult to learn as everything about it would be "strange" (MIf6-K2).

Penny believes that "Learning Indonesian language will help me to understand the spoken word in my future travels in Indonesia. No longer to be on the outside looking in. It will help me to understand more clearly the culture of a country that I admire. If you make the effort to learn another people's tongue – I think that in itself reveals to those people in a small way that you have an interest in them. No matter for what motive" (PHf6-K2).[4]

v. Discussion

The educational ethnographer finds some fascinating evidence here as to "what these people think they are doing?" Although we cannot generalise that all students share all the perspectives, the use of the term communication and the interest in culture are common among these Australian FL learners. They are aiming for interaction and exchange with different others through language. Only two learners mention writing or written sources. It is face-to-face interaction and the language knowledge which mediates it which this study group emphasizes. They are aware that people from other language communities are culturally different and hope "to gain better insight in their culture" (JDf5-K2). Penny, who has visited Indonesia and is enamoured of Balinese art, yearns "no longer to be on the outside looking in" (PHf6-K2). Some show an awareness that this involves work on oneself.

5.2.2.3 Expectations of Indonesian Language Learning

Bearing in mind that the participants had already had one semester of Indonesian language study (13 weeks with no computer-based component), it was considered relevant to extend the investigation of their meta-knowledge or epistemic knowledge one step further. Question 7 asked:

> Can you describe any specific expectations of Indonesian language learning?

Whereas question 5 and 6 ended with the words "first language" and "foreign language" respectively, this item added the specific target language and the word *learning*. It was not the anatomy of Indonesian language itself at issue but these learners' approach and attitude to it. As with questions 5 and 6, this question was designed to elicit learners' expectations (the combination of their assumptions and their goals) about learning and using this language. What did this knowledge domain - Indonesian language study -mean to them? The question wording, in retrospect, may have steered their responses to some degree.

i. Skills

Some participants actually did *discuss sub-systems or atomistic features* of Indonesian language as a language system, e.g. possessive pronoun position.

> To be able to understand the concept of the differentiation, ie, nama saya instead of.. saya namma (MG f7_K2) [5]

Others used here the traditional *macroskills* to describe their understanding of what they would achieve. Knowledge is seen as skills, that is knowledge applied to doing.

> No, except to be able to read, write and speak it fluently (NHf7_K2).

> To develop my ability to speak the language so that I feel comfortable communicating using the Indonesian language (JBf7_K2).

> To be able to speak it (JTf7_K2).

Patrick wrote: "Ditto and possible careers options" (PSf7_K2). His ditto referred to "communicate and understand meanings and expressions of another language". Alison, who has ample in-country experience, "expected it to be fun, challenging and stimulating, colourful" (ACf7_K2). Personal fulfilment and enjoyment through the interaction, skills development and the inherent interest of the subject matter (the propositional knowledge) are more important to her than any future application of the knowledge gained.

Denise's response is broad ranging and happily defies easy categorisation. It is focussed on "real-life" activity with native speakers and real-world use of the language. This kind of orientation parallels closely the contemporary goals delineated by many SLA and FLL experts but unfortunately (as outlined earlier, and deplored by writers like Kramsch, 1993) too infrequently accomplished.

> I would like to be able to read newspapers and understand what is happening in Indonesia from an Indonesian perspective. Write letters. Converse with people on common every day subjects. Participate in group discussions and convey my thoughts and ideas. If I was travelling or living in Indonesia I would hope my level of proficiency would allow me to participate in every day life (DCf7_K2).

ii. Travel

Rebecca's response also indicates this real-world dimension of today's language learning. Many more Australian FL learners now can and do travel to the target language country unlike their predecessors of generations past. This especially applies to Asian languages studies.

> To strengthen the friendships I have with people in Bali, to make friends with those in other parts of Indonesia. To understand Indonesia – our closest neighbour – better (RLf7_K2).

> To be able to communicate with local people when travelling in Indonesia possibly Malaysia (DT f7_K2).

Denny also is aware of the shift in language learning goals in recent decades:

> As above but this is quite different to what it would have been some 10, 20, 30, 40, 50 years ago, ie to travel and /or work in Indonesia, by achieving some fluency in the language(s) (DS f7_K2).

Sean was aware of shortcomings in his achievement and looked to in-country experience to remedy this:

> How to speak properly, this is an area that I need to work on. Hopefully in-country study will offer more opportunities for face to face interaction. Able to focus all on one area of study. ie no other subjects (SM f7_K2).

> To be able to get by if I go to Indonesia. To understand an Indonesian visitor. To learn about some of their culture (JRf7_K2).

iii. Utilitarian and Vocational

> To be another string in my bow to compliment my design studies for future job opportunities (JDf7_K2).

> Yes I hope it will help me in my quest in gathering myths and legends and folkstories from different areas of Indonesia (especially Bali) – so that perhaps I will be able to illustrate and write them (or on a CD Rom etc) for children (PH f7_K2).

iv. Culture

For two other respondents, cultural learning was a central expectation in FL learning. "Same as 5 & 6. Also Indonesian culture is very interesting" (WL f7_K2), wrote Wendy . "I would expect Indonesian language learning to reflect aspects of Indonesian culture", wrote Derek (DR f7_K2).

v. Level of difficulty

One comment expresses a myth which has been for Indonesian language teachers both a blessing (it helps with promotion of the discipline) and a bane (students may believe they do not have to make rigorous effort).

> I was told before I started the Indonesian language that it was a very simple language to learn. I think this is true. Although I think any language takes a lot of commitment and ongoing interest in the language (LT f7_K2).

While another learner laments that she assumed:

> That Indonesian would be easier than it actually was (CP f7_K2).

Melanie added:

> (MIf7_K2) The only expectation I had about Indonesian was that it would be much more rational and easier than Japanese. Actually my brother had learnt Indonesian before and had hated it, but any fears I had were very soon dispelled.

vi. Discussion

The issue of level of difficulty should perhaps not be brushed aside too easily. Not is it easy to resolve. Every course designer tries to take level of difficulty of language and the task into account when selecting source materials. Commonly a central text or locally created collection (of papers, cassettes, web materials) are used by all students and a pace of progress set by the teacher. The practicalities of offering educational units within institutional systems means there are normative standards - and tests to be imposed - and this often seems to fly in the face of ideals of student autonomy and individualised learning. This is, of course, one justification given for the use of computer based materials which have the potential to allow more choices of type of materials and activities, more help options, more self-pacing, if the database can be constructed or purchased and the institutional structures permit.

Although this researcher was seeking learner perspectives on Indonesian as a field of knowledge, by including the word *learning,* this question elicited responses more about the application of knowledge and goals of Indonesian language learning process than definitions about *what language is* (covered by questions 5 and 6). However, it can be asserted that the majority of these participants

- are goal oriented language learners, seeing language as a knowledge domain to *do something with.* Previous generations may have accepted the academic argument that study of the linguistic system was good training for the mind and introduced one through "classic" literature to another culture. Previous and current generations may also have rejected languages study because it was seen as elitist, impractical and the benefits too far removed from the effort. The learners in this study expect to interact with native speakers in Indonesia. They have specific interests such as career possibilities, travel, intercultural experience and Penny's myth collecting. Alison, who had open and undefined goals, "expected it to be fun, challenging and stimulating, colourful" (ACf7_K2).

- seem confident of their ability to attain their goals and seem here not overly anxious about the complexity of language systems (However, see also analysis of question 12 in section 5.4.2. on anxiety and disincentives).[6]

5.2.2.4 Indonesian language knowledge goals

Question 17 deliberately triangulated with question 7:

> What is it you really want to learn in Indonesian language? Could you label the outcomes or goals from most important (MI), important (I), desirable but not essential (D). [Include anything which is not yet part of the course as well.]

This question includes a premise that one's educational goals or expectations are closely related to the *prospective knowledge* one hopes to attain. In providing definitions or sketches about the Indonesian language outcomes they hope to achieve, these learners are depicting their conceptualisations of second language knowledge, that is, questions 6, 7 and 17 are triangulated. Most responses to Question 17 can be categorised under headings familiar to FL scholars and teachers. These categories are not exclusive of each other (eg culture and relationships can obviously overlap) and many respondents offered more than one goal or outcome. Their prioritisation with MI, I and D ratings exposes some aspects of thinking. Denny, for example, puts the acquisition of the four macroskills and perfection at grammar before speaking fluently, understanding "the spoken language" or Indonesian newspapers

(DSm17-K2). This reveals what might now be thought of as traditional thinking on languages learning, the structuralist "crawl before you walk", even though the same Denny elsewhere lamented the tedious teachers and ineffective methods of his school days (DSm3-K1; DSm4-K1) and discussed changing goals which might now include "to travel and /or work in Indonesia, by achieving some fluency in the language(s)" (DS f7_K2). That foreign language knowledge might be acquired in interactive use in real, or realistic classroom settings, is not enunciated by him (but see his response to Question 8, section 5.2.3.ii). The question 6 response categories discerned are:

i. Information processing and communication skills

ii. Culture

iii. Interaction or relationships

iv. Business and other career goals

v. Analytical or descriptive knowledge of the language

vi. Other e.g. challenge

i. Information processing and communication skills

Some see Indonesian language learning goals predominantly in terms of information and text processing *skills,* using words like *ability* and verbs in their descriptions.

> Being able to speak and listen to someone else speaking Indo (MI) (NHf17-K2).
>
> I want to learn to speak, write and understand as much as possible (JRm17-K2).
>
> Reading and writing (I) (NHf17-K2).
>
> MI Fluent at conversation - listening and responding with correct pronunciation.
>
> I Being able to read and write (newspaper level)
>
> D Perfect at grammar (DCf17-K2).
>
> MI to speak Indo fluently; MI to understand someone speaking to me; I the written language (CPf17-K2).

MI a. Being able to read Indonesian writings

b. Being able to understand the spoken language – I feel this is still well beyond my inherent ability to do just this.

Carrying on a simple conversation

Being able to write well and express more complex ideas.

I Participation in conversational and tutorial groups

D Anything on culture, present day happenings, history (DSm17-K2).

Just to develop a sound proficiency in social Indonesian eg grammar, writing, reading, translation and conversation skills (SMm17-K2).

Reading newspaper and magazine articles (I) Reading fiction (I) Being able to converse in Indonesian (MI) being able to write in Indonesian(D) (DRm17-K2).

MI Improve my spoken ability MI Improve aural comprehension I Improve writing skills and written comprehension D to be able to interpret Indonesian texts to a level that I can use them as reference material in my studies (DTm17-K2).

I really want to learn the language, speak and understand the culture of Indonesia (JBf17-K2).

MI - To speak fluently MI - To be able to read journals, newspapers etc MI - To be able to write letters with complex ideas well expressed. I - To understand culture, history, ethnic differences etc (RLf17-K2).

The *applied purpose* to which a knowledge domain is put is often considered not identical with the knowledge itself. Yet with language study, the performative aspect is so much both its goal and its content that language as isolated system or knowledge domain, Laurillard's (1993) "second order knowledge", can appear as something which scholars have divorced from real world language operation. Several respondents above express their knowledge goals in terms of "being able to", "ability", "participation" and use active verbs: to speak, understand, write. Prominent again is the labelling as Most Important (MI) of "Being able to converse in Indonesian (MI)" (DRm17-K2); "MI to speak Indo fluently; MI to understand someone speaking to me" (CPf17-K2). Two more system-oriented thinkers mention grammar and one

sees the "History of Language" as desirable (NHf17-K2). It needs to be stressed that compound answers and broad answers such as "I really want to learn the language, speak and understand the culture of Indonesia"(JBf17-K2) could be teased apart and placed in other categories. Aileen's response is another:

> MI - to learn to comprehend spoken and written and to speak and write Indonesian. I - to understand Indonesian culture and customs and lifestyle (AWf17-K2).

ii. Culture

> Asian Culture (I) (MGf17-K2) The challenge of learning a second language and another culture I.(LTf17-K2).

> I look forward or anticipate doing a little more on Indonesian culture, politics and economy – combined with the language. I enjoy trying to write with the Indonesian language. I don't really know – I just take it one day at a time and will see where it leads (ACf17-K2).

> MI oral communication I Written communication D Culture of Indonesia (WLf17-K2).

> I feel my goals in learning the Indonesian language are extremely important part of my life. This it will enrich me further in my understanding and appreciation of another peoples culture (PHf17-K2).

iii. Interaction or relationships with FL speakers

Interaction with Indonesian speakers or relationships themselves are seen as the ultimate goal and outcome by some. "Language, I guess, is the medium of communication, so I expect to be able to use that with native speakers" (PSm5-K2). "To become fully conversant in the language to the stage that I could understand a non English speaking Indonesian. Anything less would make the effort a waste of time" (JDm17-K2). "Speak with someone in Indonesia (MI) Read Indonesian stuff (ie the newspaper you gave us, it was quite interesting) (MI)" (JRf17-K2).

iv. Business and other careers

Under "interaction and relationships" could be included business relationships although traditionally career goals are seen as distinct from intercultural relationship goals.

> I. Work opportunity (LTf17-K2)

International Business (I) (MGf17-K2)

It is (MI) for me to speak everything fluent as I would be working in that particular environment (MIf17-K2).

v. Analytical or descriptive knowledge of the language

Analytical or descriptive knowledge of the language hardly featured in first language conceptualisations above and is mentioned by only a few in questions 6 and 17.

Grammar (I) History of Language (D) (NHf17-K2).

Patrick who had travelled to Indonesia[7] gave the "MI" seal to some core traditional components amidst a mix of other themes.

MI Vocab D Recipes I Lifestyle MI Grammar D Stories MI Pronunciation MI Culture I History (PSm17-K2).

It would be interesting to trace a large population of FL learners' conceptualisations of FL knowledge to ascertain *if, when, where and how they get the idea that FLL is about years of grammar learning and not realistic and purposeful tasks*, as compared to L1 learning.

vi. Other eg challenge

Knowledge (D) Challenge (D) (MGf17-K2)

Self improvement – adding to my skill base making me a more flexible and useful person. Therefore I really wanted to learn the language in its entirety. This is to be done progressively, each time building upon the knowledge base (JTf17-K2).

One respondent wrote: "Sorry but I don't understand the question" (EHf17-K2).

vii. Discussion on FL knowledge

These respondents have diverse perspectives of language, some shared by scholars, themselves abundantly divided about the nature of language and language learning. These responses should give us pause to think on what we mean by *study of* a foreign language. Study generally implies more than everyday utility in the language - more analysis, deeper understanding and sophisticated application than "phrase book" language knowledge. Yet the three decades of communicative language teaching (CLT) and the recent Lexical Approach have tended to

officially endorse precisely an orientation towards applied skills, pragmatic competence and proficiency. Responses above reinforce these as learners' primary goals also along with a desire to know about the culture(s) of the FL speakers. See chapter 6 for further interpretation and response.

5.2.3 Experiential learning

This section was conceived during the data analysis to investigate whether learners held views about experiential learning. For all the thinking about processual language knowledge, "learning by doing", task-based and activities-based language learning, which teachers and researchers publish, it is not certain that learners share these concerns. Is it possible that some school teachers and university lecturers can be progressive educators when many students would prefer them just to hand out the information and later test retention of it (the transmission model)? Conversely, we have seen that some students like those in Leal's survey (1991b), hunger for more relevance in their language courses, more oral activities including increased instruction in the TL medium and engagement with contemporary culture (McShane, 1996, 58). How well do the views of progressive FL pedagogy theorists - that the committed and active construction of knowledge (in a vast possible range of realizations) through experiential learning is more effective than the mere reception of information - cohere with the perspectives of learners in this study?

In the previous section, a tendency was already noted that real-world, action-oriented goals pertained in the reflections of many participants. Question 8 was designed to elicit learner perspectives on method - as such it will be revisited in section 5.3.1.

> Can you describe your expectations of second language learning **methods** - what are the best things we can do to acquire a good competence in another language? (Bold emphasis in original).

A brief summary of participant responses shows learner perspectives on knowledge construction as experience.

i. Practice

This word has several meanings: one connotation is drilling in regular and routine exercises, as in piano practice. Another inference may encompass active conversational practice with partners or groups as opposed to passive "being lectured at". A third meaning may mean praxis, practical lived experience as opposed to theory, the application of pragmatic knowledge in real life (cf. the practice of medicine). Most of these participants make their interpretations

of practice clear. It is not clear from their answers whether they believe they are getting enough of, or the sort of, practice they advocate or not.

> Lots and lots of verbal practice. Repetition and repetition. In my opinion, the knowledge of a foreign language is not how much one knows but how well one knows; quality rather than quantity (MGf8_K3).
>
> Practice. Living and breathing another language, I believe the best way to learn a language is to live in a country where that language is spoken. Second to that – lots of exposure to it. Practice. Practice (NHf8_K3).
>
> Plenty of speaking practice (CPf8_K3). Practice speaking and listening (AWf8_K3). Practice speaking and reading a lot (JRBf8_K3). Practice without feeling stupid (DTf8_K3).
>
> Practice! Speak in the language continually, daily, without fear of making mistakes. Listen! To the language being spoken by competent speakers. Role playing (RLf8_K3).
>
> I think the best method is talking as much as possible in another language. Even perhaps repetition. The thing I notice is how a sentence required for first semester presentation still rolls off my tongue so easily (EHf8_K3).
>
> Practice talking with other students and preparing ourselves for the lessons (JBf8_K3).
>
> Like anything you need to learn it and its use, otherwise you will lose it. For me I learn better if there is a *practical* application. If I was in a situation where I had to use it then I would learn quicker (motivation is the key) (JTf8_K3) (italics added).

Leslie's response included references to "making work seem fun *[...] more time doing than listening* to how it should be. *Hands on work* would be better for me" (LTf8_K3, italics added). "Spend time in Bali!! Or Indonesia!" urged Alison, adding: "Methods are most comprehensive from the lectures, tutorials and to the computer. Conversation – perhaps view some Indonesian films from time to time" (ACf8_K3).

Denise provided a list balanced between "doing" and focus on form:

1. Conversation particularly with native speakers, lots of.
2. Immersion, inundation with the language and all things Indonesian eg magazines, papers, film computer, music.
3. Grammar usage - a good basic understanding and grounding.

4. Pronunciation - particular attention to detail (DCf8_K3).

ii. Immersion

Denny, noted above for his "traditional view of language", equally has expectations or ideals of being a learner who is active both cognitively and socially and is not alone in proffering the concept of immersion:

> To study, travel on line in the country ie to be immersed in the country and exposed to the language and culture. Failing that – conversational classes, or being "apprenticed" to a native or other fluent speaker in the language. Plenty of reading material and access to the literature of the country (DSf8_K3).

> Although academic study of Indonesia provides a good starting base I feel learning Indonesian in its lived context will provide stimulus, better immersion within Indonesian environments. You are forced to learn how to speak (SMf8_K3).

> Immerse yourself in the language and culture. The best way to learn is to learn in the country you intend to study. You learn the language because of necessity – the communication thing again (MIf8_K3).

> Obviously use it and the best way to do that is to live in that country and HAVE to use it every day (PSf8_K3). I am coming to the conclusion that the best method for learning is full immersion – in a sea of the language one is learning. Many times I have the feeling that there is a falseness about the process that I am undergoing now. Perhaps this is always so – when learning another language (PHf8_K3).

iii. In class interaction

Jan had many suggestions, summarised as "one on one learning, Indonesian as the medium of instruction, reading out the conversations from books (in pairs), daily contact, a certain amount of words and rules per week but not as many as is asked now. Talking things out. A lot of partner work is good." She would prefer translation to free topic choice on a 700 word essay, repeating three times that it is "hard to think of something to write. [...] Orals in front of the class are not good for some people's confidence levels" (JRf8_K3).

Derek obviously enjoyed the first semester approach before computers were introduced:

> Learning language in a social context, ie in a conversational discussion of themes and topics, I think is the best way to learn a language (DRf8_K3).

Following, two learners contradict each other with regard to class time spent on pronunciation practice.

> I think most of the vocal and basic can be learn (with some guidance) independently, I think that interaction, in the sense of conversing is very important. To speak in front of the teacher can correct fundamental errors and indicate what to study out of class (JDf8_K3).

> Oral is most important. Access to videos and tapes is helpful but more emphasis and time in tutorials on pronunciation would be good (WLf8_K3).

The words *practice* (with a great variety of suggested activity types), *immersion* and *contact* with native speakers seem to typify the participants' perspectives on the kinds of learning experiences they would consider most beneficial. Their responses seem congruent with the features of experiential learning repeated above: direct experience of purposeful action or interaction using language to exchange and create meaning. This reflects their epistemic perspectives, their conceptualisations of FL knowledge and its acquisition.

A small cluster of responses centered on feelings about FL learning and are discussed in 5.4.2 on security and anxiety. Further discussion and conclusions are offered in chapter 6.

5.2.4 Culture as the core knowledge?

Questions about knowledge and expectations in Indonesian language learning have already yielded learner reflections on the role or importance of culture in FLL. The following answers, mainly derived from question 6, focus further on this issue which has been given centrality in recent FL debate and theorizing. We have seen that Leslie (LTf6-K4) credits learning another language with arousing more interest in Indonesian culture. Denise wishes to understand the "basic needs and opinions" of others and to "be able to read newspapers" (DCf6-K4).

While a number of the participants expressed their goals in terms of skills, reading, speaking, understanding the spoken language, others stressed the cultural or intercultural value of the language. Some learners mentioned both: "Understand and appreciate the associated culture. Achieve some simple conversational skills" (DSm6-K4). While elderly Denny is modest about the "simple conversational skills" he will acquire, Sean in his middle twenties is confident and keen "to develop a sound proficiency in trying to communicate with others (SMm6-6). There is a desire to reach out to others inherent in Sean's response, either purely for altruism, curiosity, a search for knowledge or perhaps even utilitarian career goals. Aileen looks for FL study "to

help me understand people from different cultural backgrounds and to communicate" (AWf6-K4). and Rebecca has a similar *integrative motivation*:

> I want to use it to become closer to the people of that culture to understand them and their culture better and for them to understand and feel closer to me (RLf6-K4).

Many of the answers to question 6 accord a high priority to culture or intercultural understanding as a strong motivating factor - a goal - in studying the foreign language. The question asked about expectations. The answers of these learners indicates that most of them *expect to do things with language with people* who have different cultures which need to be attended to. Melanie, cited above, believes "learning a language of where you are working/living, I feel it shows that you respect the people and their culture" (MIf6-K4). Melanie indicates the ability to suspend her own culturally engrained assumptions about reality and social practice: "I would expect that a second language would be more difficult to learn as everything about it would be "strange" (MIf6-K4). The perspective of Jan reveals similar flexibility about intercultural interaction: "You don't need to understand every word to talk with someone, and like I said before, put them at ease" (JRf6-K4).

To get by, to cope, to put other people at ease, starting with - as Josie puts it -"the basics" (JTf6-K4), "to be able to understand concepts foreign to English" (DTm6-K4), expecting "another language to contain different modes of meaning and culture" (DRm6-K4), these all express perspectives on the cultural knowledge to be acquired.

"To be able to communicate to understand meanings" (PSm6-K4), "no longer to be on the outside looking in [...] to understand more clearly the culture of a country that I admire" (PHf6-K4). Penny and others see language learning as a personal and political act:

> "If you make the effort to learn another peoples tongue – I think that in itself reveals to those people in a small way that you have an interest in them" (PHf6-K4).

Some learners specify the textual genres or formats they wish to penetrate (like Denise's reference to newspapers) and others imply situations they expect to encounter (to get by in their country, to talk with someone). Some learners' goals may be quite diffuse or abstract and yet be the inspiration for a sustained effort to go beyond the dominance of - and their existing knowledge of - the world view inherent in their own first language which both enables and inhibits. There are in these learners' responses many ideas which Humanities scholars propound

and a practical conviction that there are worlds of real and different *people* out there to which they can have physical access and, even more significantly, cultural entry via FL study.

These first year learners display very positive attitudes towards and desire to engage with and relate to culturally and linguistically "different others". These goals and motivational dispositions deserve to be nourished by culturally infused and challenging materials and activities of the sort described by Kramsch (1993) and Furstenberg et al (2001). CALL can help by presenting multimedia case studies, exploiting feature films, and of course, through CMC, putting students in touch electronically with counterparts in the target language communities. Rebecca, the psychologist recommended the adaptation of psychodrama for cultural sensitisation and learning, a kind of role playing,

> *getting alongside participants in their world,* walking in their shoes, making them aware of their own context, concretising it, then making decisions about what to do about it. Help them to see what they are doing eg being submissive to bullying husband, get wife to play each role to show others how to do it, enact a scene that's already happened, get main protagonist to observe from afar, comment on her, then "what would you like to say to her?" (*Researcher memo*, 1998, exact date not recorded, italics added)

Rebecca's understandings of what it means to truly learn, to gain insight by experience, simulated experience and cooperative experiences, lead us onto a focus on cognition and the nature of learners' awareness of their own cognition.

5.2.5 Meta-cognition - knowledge about knowledge construction

The literature review shows that FL teachers ask a lot from their learners. With limited exposure each week, teachers require them to apply their minds to the construction of an internalised representation of a complex second language, the use of that language in oral interaction, a variety of its written or visual texts and the culture(s) associated and mediated by that language. They also want learners to reflect on their own learning - to be their own learning psychologists. (Researchers like Swain are now carrying out a research agenda on training learners in learning strategies. None of that sort of explicit strategy training was a part of this 1997 course.) This researcher was interested, within the larger question of learner perspectives on L2 knowledge, to explore the dimension of learner awareness of their own cognitive processes. Is self-reflection or metacognition a natural part of acquiring L2 knowledge?

In Chapter 2, we noted the controversy sparked by Krashen and Terrell who believe that conscious control or "monitoring" of language rules and their application is often a hindrance to acquisition and use of language, at best helpful only in exchanges requiring a high degree of correctness. The interactionist paradigm tries to include in a task-based input-uptake-output approach both conscious noticing of linguistic rules and features as well as fluency practice to inculcate automaticity. Scholars researching "learner strategies training", learner autonomy and constructivism also valorise conscious thinking about thinking, learning how to learn, knowing autonomously how to construct knowledge (e.g. Little, 1991; Cotterall, 1999). Yet this position seems to *contradict* the unconscious or at least informal way that first language is acquired by infants in social interaction and the theoretical grounds on which much immersion teaching and learning of foreign languages is based.

Can the perspectives of learners on their own cognitive and learning processes inform teachers and CALL designers? It is clear that learners do have opinions and convictions about how they learn and what is for the best for them as individuals (Cotterall, 1999). In this study, two items on the questionnaire (11 and 24) yielded data specifically helpful for this enquiry although citations from other questions are included if pertinent. Question 24 invited comment on the effectiveness of computer mediation for learning.

i. Cognition, language and computers

Does Wendy believe she actually learns Indonesian through the CALL materials? "Probably, but find I still have to write everything down" (WLf24-I6). Leslie claims "I am not totally computer illiterate but I do have troubles finding my way around many simple obstacles. I don't have great confidence but I am willing to learn but not at a fast pace. Although I like much repetition" (LTf9-I6).

"I believe that I am generally a 'slow learner' but usually compensate for this by 'hanging in there', because of my interest in the language and the people of Indonesia and their history and culture" (DSm11-I6), reported septuagenarian Denny. He further analysed his own cognitive abilities: "Lack of listening skills. I have more patience in coping with the written word – in my own time and at my own pace. Lack of vocab is sometimes frustrating, but ultimately exciting as I find new words and phrases – often followed by frustrations when I don't remember them" (12DSm912-I6).

Denise demonstrates her confidence in her own learning abilities:

> "I've loved learning about the computer and feel quite confident. *If there is something I don't know it's not a problem. I will just find out.* I welcome the opportunity Indonesian has given me to continue with the computer (DCF9-I6) (italics added).

Many teachers would love to propagate this autonomous attitude among all students and perhaps the study of 'the good autonomous language learner' like Denise will reveal qualities of thinking and techniques of learning which teachers can foster. When technical problems frustrated Denise, she reported they did not affect her "long term attitude to computer based learning. I actually enjoy learning how to overcome these problems" (DCf22-I6).

There is a blending of capability and attitude here. Because of her strong self-belief and belief that solutions can be found, Denise ultimately performs better and gains not just the language knowledge which is the core goal of this course but also learning-how-to-learn skills which will be useful in further learning. It would require controlled psychological experiment to isolate (if this were desirable) cognitive processing capability from self-belief which empowers Denise to keep searching for answers, both in language learning and learning to use computers. Jan, by contrast, sees her language learning better fostered by the human tutor.

> I really enjoy working with Christina, getting practice with a native speaker and the way she explains things seems to get through and *stick in my head more.* Susi is good too but she is a little fast for me. Computers are good by maybe just one compulsory hour a week and then we choose if we want to stay on longer (JRf31-I6) (italics added).

Melanie feels anxiety about "not knowing every word. Also learning the words in a way which *will keep them in my head* worries me" (MIf12-M3) (italics added). Penny thinks about her own cognition in these terms:

> I like the web material very much but on a personal level I am particularly visually stimulated and I think that computers (and TVs) are primarily visual tools and that graphics teach with word association. If I want to read serious stuff I read a book (hardcopy) quietly to take in the material. I like talking heads. Where I can see the lips move/or movement to stimulate me. Sometimes heaps of written stuff on a screen is boring (PHf31-I6).

> I found the section that had questions and answers good, because I need to know if I'm right or wrong straight away. I found that by the time I got results from the quiz I'd forgotten the questions ... and usually there were so many new words which was confusing (AWf24-I6).

Many relevant comments from question 18 could be cited wherein the tasks or techniques are linked to mental functioning, such as Judith's: "MI Prepare work before class, I *Use language when thinking about things.* Translate in your mind all the time" (JBf18-I1, italics added). Alison's response to item 18 depicts learning as a process of involvement and absorption: "Attend the lectures, tutorials and workshops and endeavour to remain focused – listen and learn" (ACf18-I1).These responses give us cues about learners' perceptions of their own attention span or power to concentrate within different tasks, of the cognitive load they can handle, and the feedback they consider necessary. Dean comments on the cognitive demands of FLL: "I am very lazy so I try to find the easy way of doing things. Unfortunately I don't think there is an easy way" (DTm11-K5). Does he actually learn Indonesian through the CALL materials? "Sometimes. It is a bit rushed in tutorials so I tend to forget what I have learnt very quickly" (DTm24-I6).

ii. Individual learning style or make-up

> Are there any factors about your individual learning style or make-up which influence your learning of Indonesian?

Question 11 was intended to be an open-ended question seeking learners' perceptions about how their own minds acquire or construct second language knowledge. The responses can be classified into two kinds: those which discuss technical workings of the mind or the influence of different task types, and those which discuss personality factors and proclivities.

> Naturally. But being able to speak Spanish and Finnish, the concept of the Indo grammar wasn't at all overwhelming (MGf11-K5).

> My learning style is probably repetition. I try and associate a new word I learn with some sort of context (NHf11-K5).

> Yes I think my grammar is poor which sometimes can be scary when the teacher talks about a certain rule and I don't know what he means. *Also I think I learn a lot better by seeing and hands on or more simplistic methods* and I don't know or I don't think this area is met as adequately as it could be in our classes.

> Although in extra classes held I feel much more of this is being done (LTf11-K5, italics added).

Joseph also sees cognition as mediated by action:

> Of course (tentu saja). Everyone relates in different ways. Personally, I learn better from doing that reading how. I can learn facts and figures by reading, but not 'how to', i.e active, mengerti? (JDm11-K5)

Denise stated that "interactive learning suits me best. Reinforcement - constantly - I find my memory is not what it use to be. I need to use and apply what I have learnt" (DCf11-K5). Does Denise simply mean teacher feedback and reinforcement when she writes "interactive learning" or does she mean mixing and negotiating meaning *together* with other people, "to use and apply" in collaborative experience? Aileen, needing "to know if I'm right or wrong straight away" (AWf24-I6) is aware that cognitive load and timing of feedback affect her learning.

Chloe considered herself "good at memorising new words, although the high volume of new words every week was huge" (CPf11-K5). In another question, Chloe noted: "This is the first time I've had to learn from a computer. I like it but I'm just a book-learner. That's how I learn. I am sure when young students who are taught at school on computers come through, it will be received much easier" (CPf22-I6). Sean declared that "the only factors that influence my learning of Indonesian, is studying three other units. Very hard to set aside time each week to revise weekly material and to practice speaking it. Although weekly assessments is a means for completing weekly work" (SMf11-K5).

Melanie "found it very beneficial to view the videos and follow the transcripts. The more talk, the better" (MIf11-K5) while Elspeth was "constantly looking up words in my dictionary – I won't rely on 'perhaps it means' and I think this may be a hindrance. But if my dictionary was a man I would sleep with it" (EHf11-K5). The same Elspeth, in question 8, thinks "the best method is talking as much as possible in another language. Even perhaps repetition. The thing I notice is how a sentence required for first semester presentation still rolls off my tongue so easily" (EHf8_K3). Patrick judged himself to "seem to have a fair ability to retain words (and some phrases). Find it difficult (frustratingly) to understand when spoken to" (PSf11-K5). Penny is keenly self-aware:

> I am aware that I am a kinetic learner. Vision is all important to me. Feedback from other students in a class environment and teachers is all important. But when I am

> digesting material I must be alone. Every lesson I have I go through my notes etc that night which seems to help (PHf11-K5).

"I don't like rote-learning. I tend to prefer short intense periods of study rather than regular periods of scheduled study" (DRm11-K5). Derek's response requires further definition of "rote-learning" and "study" but still shows his knowledge of his own proclivities. His answer stands in stark contrast to that of Wendy who had a somewhat self-deprecating attitude, perhaps because she regarded her ways as old-fashioned: "Reading and learning by rote is the way I do it. Also word association (the funny way my brain works)" (WLf11-K5). Tertiary FL learners evidently do think about their own thinking and learning, some with confidence, some concern or anxiety. If some, perhaps, leave FLL because of self-doubt, the FLT profession needs during the course to present to them the many cognitive strategies used by other successful FL learners, not to insist on a uniformity which must fail some of them.

iii. Personality features and the social dimension

The following participants have responded more to the "make-up" aspect of the question than "individual learning style". The dimensions of personality they mention - enjoyment, shyness and making friends, feeling and intuition, being pushed, laziness, being interested - would not usually be thought of as describing cognition. For these learners, their individual being influences their learning of Indonesian (if not all their studies) and is not separate from the neurological functioning of their brains. Alison stated:

> *I want to enjoy the experience* – I do not wish to find it produces stress or anxiety. Once that happens I will abandon the unit. I am at Uni as an added interest to my life as wife and mother. I am *delighted to work hard*, however, do not intend to make uni my only consuming interest" (ACf11-K5, italics added).

> I often find it very easy to grasp things. Especially if I am interested in what I am studying. I like a lot of my family have dyslexia. It however, is mild often affecting my spelling (sometimes I get the letters mixed around) (JTf11-K5).

Dean, perhaps, speaks for many other students with his frank confession that he is "very lazy" and looks for the "the easy way" only to find, in FLL, "I don't think there is an easy way" (DTm11-K5). Four answers refer to the importance of group interaction. Although the question asks about individual learning style or make-up, the answers contain unequivocal references to interaction within the group. These respondents would evidently concur with those researchers - like the social constructivists - who propose a model of shared or social

cognition. The distinct neurological "self" and the motivations and perceptions of that self operate in a social milieu.

> I am generally a shy person and the personal nature of Indonesian language learning has helped me make friends (AWf11-K5).
>
> I need a lot of class interaction with speaking (JRm11-K5).
>
> I learn by interacting with others in small groups. The tutorials are excellent (JBf11-K5).
>
> I am very shy about speaking out loud in class and so I don't get as much experience verbally. I also don't do well when I am pushed (JRf11-K5).
>
> I am a very effective communicator in English therefore I expect to be able to become efficient in Indonesian, given enough tuition and practice. *I learn best through interpersonal interaction.* On the Junger Personality Scale, my very high scores are in feeling and intuition. My very low scores are sensation and logical thinking. On psychological tests for mechanical comprehension and special perception I score extremely low (RLf11-K5). (*Special should be spatial*?)

iv. Discussion

Leslie's "seeing and hands on" (LTf11-K5), Denise's constant reinforcement and "need to use and apply what I have learnt" (DCf11-K5) and Joseph's "learn better from doing than reading how" (JDm11-K5) point to the need for language learning embedded in a praxis of interaction. This does not preclude conscious focus on form, including as solitary reinforcement ("when I am digesting material I must be alone [...] go through my notes etc that night" (PHf11-K5). Leslie's answer about how "scary" it can be not to understand grammar explanations also shows that learners' perceptions of their own metacognitive abilities can be influential on motivation and therefore achievement. Denny also found he had to keep up his own motivation for Indonesian people and culture in face of daunting language challenges. Conversely, Melanie's enthusiasm for the videos and "the more talk, the better" shows the reciprocal influence of a positive attitude and - at least, perceived - successful learning performance.

Elspeth lacks tolerance for linguistic ambiguity and is dependent on the dictionary but her very awareness of this may lead in time to venturing into gist reading and taking chances. Any teacher may expect contradictory appeals and self-judgements from a group of learners, such as Derek's: "I don't like rote-learning" (DRm11-K5) and Wendy's: "Reading and learning by

rote is the way I do it" (WLf11-K5). Any class is a complex, open system itself. Contestation of ideas and values in the FL classroom may be addressed in many ways; it can provide relevant substance for mathemagenic dialogue.

Sean and others mention time and workloads. It has sometimes been proposed that learning a second language entails a higher cognitive burden than many other fields in which, at least, the reassuring native language is the medium for complex content learning. Indeed, even language teachers in their darker moments may wonder if FLL is only for an intellectual elite, a position rejected by advocates of humanistic, intercultural FLL. These responses indicate that this sample of learners are aware of their own mental functioning, analyse and reflect on it ("I need .."; "I learn by ..."), worry about it ("I don't do well when ...") and sometimes engage in inner dialogue to keep their motivation buoyant. They show awareness of the influence of tasks and level of active involvement, solitary versus social learning, and their own personality and attitudinal dispositions, the roles of memory and interaction, the time needed for language learning. Their self-assessments may not have the validity of psychometric testing but they represent their personal ownership of their learning, and inextricably their conceptions of what language knowledge is and what tasks and techniques will lead to its acquisition. The self-actualisation which Kohonen et al, 2000, see as the goal of all FL education is impossible without such self-awareness, self-monitoring and editing one's own life story.

That a discussion of metacognition leads participants to write about social interactions in class is significant. It signals the perception of at least some learners that "individual learning style or personal make-up" of question 11 is only part of the language learning story. Collaboration in interpersonal interaction is a vital ingredient for them to attain their individual goals of communicative and socio-cultural competence. From a commonsense and recently a theoretical perspective, it may seem ridiculous that anyone can ever have thought otherwise. We take up the discussion of the role and impact of others in section 5.3.2 which explores the large question of interaction.

5.3 Interaction : learner perspectives on method

The teaching profession and FL and SLA theorists have developed hundreds of approaches, systems and models of FL learning, from the classical GTM, audiolingualism, various notional-functional, communicative approaches, the interactionist paradigm, immersion classes, the strategies-based approach of recent years, experiential and intercultural orientations, and numerous 'fringe' approaches.

In section 5.2.3, we looked at learner perspectives on language knowledge acquisition and construction. Many participant responses may be interpreted as concurring with certain SLA and general learning theories (e.g. Krashen's Natural Approach, immersion and autonomy approaches) that meaning-oriented and experientially derived knowledge is the optimal outcome, the goal being acquisition not just learning. Such an interpretation should give us a sound basis for choosing the teaching/learning approach - especially the sorts of interaction - we wish to encourage in language classes.

What do learner perspectives reveal? Is their *lived experience* of FLL perceived as experiential and interactive learning? Do their conceptions of the interactions that best foster language acquisition cohere with expert conceptions (and which ones?) or is there a blatant disjuncture? Can we divine helpful indicators of gaps in awareness? Five items on the questionnaire in this study formed a cluster generating data about learner perceptions of methods and interaction which promote growth of FL knowledge.

Question 28 asked about the specific term "interaction" and is used later in section 5.3.6. Results of Question 8 on method were presented in 5.2.3 and a brief summary follows below. Question 14 on prior learning was already thoroughly reported in 5.2.1.

Question 18 (see next page) asked again about methods for achieving language learning goals while Question 19 asked "Are there any ingredients (objectives, content or method) of the course you have experienced which are not desirable and should be deleted in your opinion?" As in other qualitative research design and analysis (e.g. Miller and Ginsberg in Freed, 1995) both description and interpretation of results are interleaved in this chapter.

The results of Question 8 (section 5.2.3) yielded a panoply of approaches, strategies and techniques from respondents, no less diverse than in the professional literature. Many parallel conceptions and concerns were expressed, including basic assimilation of lexicon through repetition, grounding in grammar and pronunciation (DCf8_K3), individual and social cognition, travel, living and immersion in-country, practice (in all its meanings), use and more

"doing than listening to how it should be" (LTf8-K3), conversation, role playing, native speaker models, peer partners, solitary preparation and reinforcement. The limits of institution-based instruction were exposed but also the benefits of required goal attainment and a teacher monitoring interaction (JDf8_K3) and providing textual and film resources. It was also noted that diversity includes aversion and anxieties for some towards particular activities which others find enjoyable and beneficial. These responses, it was noted, seem congruent with features of experiential language learning: direct engagement in purposeful action and interaction using language to exchange and create meaning. In section 5.3.1, we focus on the results of questions 18 and 19.

5.3.1 Learner perspectives on methods, strategies and techniques

Interaction clearly involves action. But what kind of action is best for language learning? Question 18 asked again about methods for achieving language learning goals, triangulating with the results from question 8:

> 18. How do you think you would best achieve the things you wrote in question 17? Could you label the methods, strategies or techniques from most important (MI), important (I), desirable but not essential (D). [Include anything which is not yet part of the course as well.]

Most respondents provided lists rather than a prose response, some opting to tag their suggestions with MI, I or D and some not. The responses to this question proved difficult to categorise, code or bring under summary headings, which is revelatory of the diversity of conceptions among these learners. The research was not plagued with the "excessively reliable ... sameness of answers" which afflicted the investigation of Kirk and Miller (1986, of coca knowledge among Peruvian Indians). There are here "many readings of the script" (Kirk and Miller (1986, 49), a great range of activities proposed by these learners as important or desirable methods, strategies or techniques. Many scripts are being enacted on one stage, many experiences in one space. The groupings below are only one of many possible classifications and these are not hermetically sealed from each other (eg many classroom activities involve both materials and a certain activity). Participants' beliefs about the kinds of interaction that will sponsor growth of language knowledge include :

i. Class/institutional - involving activities

Tutorials (NHf18-I1); MI Best method talk, talk, talk (MIf18-I1); More opportunities to converse (practice) (JDm18-I1). Attend the lectures, tutorials and workshops and endeavour to remain focused – listen and learn (ACf18-I1).

Make learning fun by introducing more guest speakers or even Susie, Christina and yourself tell us about your experiences of different aspects of each them before we start each one. "Story tell" make a picture, make it fun (LTf18-I1MI).

MI - to do impromptu guided conversations (AWf18-I1); MI - to do listening exams (AWf18-I1); MI - weekly written papers (AWf18-I1). MI - Role play, pair work Question and answer with tutor (RLf18-I1)

I - Lecturer (*sic*) on grammar (RLf18-I1); D - Talks about current affairs in Indonesian – visiting speakers (RLf18-I1); One on one work (MI) Practice speaking and reading (I)(JRf18-I1).

MI Grammar coaching (PSm18-I1)

MI Talk to others in Indonesian MI Prepare work before class. The extra workshop was excellent, I learnt more in it than any other lessons (JBf18-I1). MI Practice and reading writing listening (DTm18-I1). Tutorial activities - discussing themes in Indonesian (MI) (DRm18-I1)

Web-based sessions (I), Lectures (D)(DRm18-I1).

ii. Class/institutional - involving materials

I Immersion activities offered eg computers, movies, chat sessions, access to more reading material eg short books, picture books, magazines, newspapers, lounging corner in the library (DCf18-I1). MI a. As in 1 above– any available readings especially magazines, newspapers etc - radio and tapes and TV (DSf18-I1).

D An Indonesian day or theme day – conversation or discussion on a selected topic. Use of film or documentary with subsequent discussion (DSf18-I1). (DSf18-I1). D -perhaps to record the news and play a segment a couple of times to comprehend it[1]. (AWf18-I1). I computer interactive techniques (PSm18-I1) MI Dictionary access (PSm18-I1).

iii. Private solitary study

Lots of study (NHf18-I1). Put in more time at home this year (ACf18-I1).

Apply my brain to the grammar book (ACf18-I1). Think Indonesian! (ACf18-I1). Study at home (I) (JRf18-I1). I Use language when thinking about things. Translate in your mind all the time (JBf18-I1).

iv. Private joint/collaborative study

MI - to speak the language daily (CPf18-I1). Small discussion groups (NHf18-I1). Conversational groups (DSf18-I1). I Speak in Indonesian as often as possible (DTm18-I1). Practice and Practice (NHf18-I1).

v. Attitude / personal disposition

Keep keen and motivated (LTf18-I1MI).

Become more confident with conversation skills (ACf18-I1).

Perhaps a little more effort on my part? (JDm18-I1).

vi. Travel to TL country

Travel to Indonesia (LTf18-I1MI). Visits to Indonesia (DSf18-I1).

D Go to Indonesia (DTm18-I1).

vii. Contact with native speakers

Have more contact with Indonesians (LTf18-I1MI). MI More speaking practice, contact with native speakers (DCf18-I1). Meet and/or host Indonesian visitors (DSf18-I1).

I Visiting speakers – whether native or other people who have worked or lived in Indonesia. (Aim - for information and to stimulate interest) (DSf18-I1). I - Cultural events and calendars (PSm18-I1)

MI Personal contact (PSm18-I1).

D - Talks about current affairs in Indonesian – visiting speakers (RLf18-I1).

viii. In-Country study

> With academic study of Indonesia put into practice through in country study programs (SMm18-I1).
>
> To go to ACICIS[2] (JDm18-I1).
>
> I think that the present way is working. Obviously some changes need to be made to "fine tune" the course. These changes have already been suggested in this questionnaire (JTf18-I1).
>
> It is up to me to put in more time with the oral – like attending the social nights or talking to other students strictly in Indonesian. Like you said in my essay – I still think English and then translate (WLf18-I1).

ix. Culture

> I would really like to have other subjects pertaining to Indonesian culture. I think that Indonesian language is no 1 but I also feel to give a student a full appreciation of the Indonesian language that the study of the culture and history is almost equally important. I feel a little sad that this uni does not provide these units. Truly one cannot have language without the other (PHf18-I1).

Nondescript or non responses were received from three participants.

x. Discussion of question 18 results

This is possibly the most significant question of the entire ethnographic study, rephrasing the larger question: "What do they think they are doing?" This direct opportunity given to learners to state what they think are the best methods, strategies or techniques for fulfilling their knowledge building goals goes to the core of the whole language learning experience. In elaborating *how*, these learners are also reiterating *what* they wish to know, implicitly telling what they consider foreign language knowledge to be.

Some responses are ambiguous. "Small discussion groups" (NHf18-I1), "Lots of study" (NHf18-I1), "Practice and Practice" (NHf18-I1). Does practice in this individual answer mean solo practice or with partners? Are the respondents referring to in-class or outside activities?

Some responses are not recommendations for new kinds of interaction but rating existing activities in the program (see chapter 4) such as "weekly written papers" (AWf18-I1), role play, pair work, question and answer with tutor, lectures on grammar (RLf18-I1) and native speaker contact. The three activities nominated by Derek in question 18 constitute the mainstay of the program: tutorial activities - "discussing themes in Indonesian (MI)"; "Web-based sessions (I)" and "Lectures (D)"(DRm18-I1). His ordering of them holds his message: conversational interaction first, web sessions second, and lectures third. Derek is clearly "interaction oriented"; he prefers an active social experience to "being lectured at" although he still rates lectures as "desirable", seeing value also in analytical explication and elaboration.

Jan's approval of or call for more "one on one work", labelled by her as most important (JRf18-I1), her rejection of class oral presentations and her suggestions on computing (JRf31-I6) indicates a desire to take control at least by choosing among options, to do it for herself, hence to design her own course to some degree. It may also indicate that the whole-group discussions directed by a tutor can seem friendly and non-threatening to some and yet a potential occasion for acute embarrassment for the self-conscious. One on one pairwork reduces this ego-risk.

Looking for key words in the first cluster (Class/institutional - involving activities), we read eleven instances of oral-aural interaction:

> tutorials (NHf18-I1), talk (MIf18-I1), converse (JDm18-I1), "Role play, pair work Question and answer with tutor" (RLf18-I1), One on one work (JRf18-I1), Talk to others in Indonesian (JBf18-I1), Practice speaking and reading (I)(JRf18-I1), Tutorial activities - discussing themes in Indonesian (DRm18-I1), impromptu guided conversations (AWf18-I1).

The major interpretation of the data above by this researcher is that a preponderance of the participants consistently ask for (or endorse) active, experiential, purposeful language learning. Aileen's recommendation of "weekly written papers" and "to do listening exams" (AWf18-I1) are not oral-aural but still demand active participation. Even when they delegate the more active role to teachers or others, these learners emphasize that learning should be a motivating and purposeful experience.

> Make learning fun ... guest speakers ... tell us about your experiences ... "Story tell" make a picture, make it fun (LTf18-

> I1MI), Talks about current affairs in Indonesian – visiting speakers (RLf18-I1)

As well as a passive - active continuum, we could (like Laurillard, 1993) draw a continuum from primary experience of the world to abstracted and analytic knowledge building based entirely on discursive constructs "cultured" by humans. Interaction with others is probably important at almost all points. Teachers may choose to over-emphasize the conceptual end of the spectrum to the detriment of the perceptual, although some FLT approaches (e.g. Total Physical response) try to counter this. Communicative approaches emphasize the practical use of language, albeit organised in functional-notional or thematic chunks. Few theorists or teachers now regard explicit instruction of grammar rules as sufficient in itself for SLA, nor as totally dispensable. Some participants in this study likewise indicate an awareness that exposition of syntactic analysis and description can be a helpful support. Rebecca considered "Lecturer (sic) on grammar " (RLf18-I1) to be important and Patrick regarded "grammar coaching" (PSm18-I1) as most important.

Judith 's responses all provoke more questions, as do most of those following.

> MI Prepare work before class
>
> I Use language when thinking about things. Translate in your mind all the time. The extra workshop was excellent, I learnt more in it than any other lessons (JBf18-I1).
>
> MI Practice, and reading writing listening (DTm18-I1).
>
> Web-based sessions (I) (DRm18-I1)
>
> Lectures (D)(DRm18-I1).
>
> Attend the lectures, tutorials and workshops and endeavour to remain focused – listen and learn (ACf18-I1).

The expert wants to know more specifically what is it about pre-class preparation, the extra workshop, Web-based sessions or lectures that is "excellent" or important. Although the last answers are too general to yield new insights, they are evidence of the learners' beliefs that FL knowledge (variously defined) is attainable, that they have a responsibility to exert themselves to construct it (practice), to make use of models and opportunities in the environment (lectures, web, workshops, visiting speakers, exams, role play and talk with peers and tutors in

class). The verbs in all the answers above are revelatory of a group of people who see learning as doing:

> talk, talk, talk, to converse (practice), attend, endeavour to remain focused, listen and learn, make learning fun by introducing more guest speakers, tell us about your experiences, "Story tell" , make a picture, make it fun, to do impromptu guided conversations, to do listening exams, question and answer with tutor, speaking and reading, coaching, talk, prepare, reading, writing, listening, discussing

Writing, work and the significant word "play" appeared in nominal phrases: weekly written papers, role play, pair work. It is not a novel finding but bears reinforcement. Even mature learners at university do not conceive of FL learning as passively sitting still in desks listening to an expert discourse *about* the target language. A non-interactive, expository lecture may be a component but these learners, none of whom had studied education or Applied Linguistics, suggest an impressive array of methods, strategies and techniques. What experiences are selected or offered in instructed SLA/ FLL depends on the needs and goals being pursued, and according to whom. An expert judgement of "real world" needs, or the implications of interactional competence, may be very different from an individual learner's understanding of them, and of himself or herself. The issue of control of interactions and experiences is considered later in 5.3.3 and is linked to the next section on negative perceptions.

xi. Undesirable components of the course

Question 19 was designed to complement and contrast with the previous question and to explore the negative perceptions of learners towards aspects of the language learning program. They were asked: "Are there any ingredients (objectives, content or method) of the course you have experienced which are *not desirable and should be deleted* in your opinion?" Seven participants took this opportunity to express their views on computer interactivity, at least as experienced in this program. The question does not mention computers but respondents explicitly - and significantly - gave feedback on that aspect. Discussion on the computer mediated interaction follows in section 5.3.5.

xii. Task factors

> On the exam the part where a word is missing and we have to fill in the blank. Either delete it or give us heaps of trials and help us learn how to do it with confidence (LTf19-I1).

> Oral presentations in front of other students. I barely understood most of my fellow students presentations. All they do is cause anxiety for the weeks leading up to presentation thus distracting from one's focus/taking away enjoyment from the actual Indonesian learning experience. I hate them. They worry me!! I am not doing any more (ACf19-I1).

> ORALS! (Unless just in front of you, Christina, Susi or if each person has the choice of in front of the class or just you guys) (JRf19-I1).

> There was, but when you provided weekly translations this was considerably helpful, giving more time to learn and speak the language (SMf19-I1).

xiii. Physical environment

> Use of big lecture theatre for small groups is not a comfortable learning/teaching situation. Also, tutorial rooms are not always well set-up to encourage and/or improve communication and interaction (DSf19-I1).

xiv. Organisation

> At times there seems to be some disorganisation – things done at the last moment which unsettles me and the other students (PHf19-I1).

xv. Study materials

> Not really. The T.I.F.L.E.?[3] (dialogues wawancara) give a middle class upper class view of Indonesia. These should be augmented with other attitudes views (DCf19-I1).

> Probably some of the themes were less important than some eg love and sex (I know we all need it). Apart from that, limited contact time, limits what can be done (WLf19-I1).

One other respondent made an interesting categorisation of methods of her own:

> "No. Everything is necessary to fully learn the language properly. ie lectures, classes, interaction" (MIf19-I1).

Six (of twenty four) students had nothing to add, perhaps feeling they had dealt with this in other responses.

xvi. Discussion

For a researcher, experience is a moving target. What counts as experience for one person is meaningless for, or fails to affect, another. The "experience" does not connect to his motivational or attitudinal disposition and cannot affect his inner knowledge schemata (in this case, his foreign *interlanguage*). For one person, the "best method [is] talk talk talk" (MIf18-I1). For the learner next to her, guided conversations or "computer interactive techniques" (PSm19-I1) may be the preferred method. For yet another, analysis of grammatical rules are helpful or believed to be indispensable. Most students in this study listed a variety of methods or techniques. It is impractical for a FL program to attempt to provide all possible techniques and experiences to all students so as to catch their interest or cater for their predilections. The teacher needs to make a personal and professional judgement as to which methods seem to satisfy current theoretical assumptions about SLA/FLL and the majority of individual dispositions. This is not to endorse a bland but expedient uniformity. The results presented here can be interpreted as strong evidence and support for the proposition that language learners hold beliefs about language learning methods which are likely to influence learning behaviour. They must be taken into account as much as possible.

Incidentally, these learners show they can make explicit their beliefs without the imposed content and structure of Likert-type questionnaires with answers provided for subjects. The intelligent and critical comments about organisation, study materials and the use of computers need to be encouraged and acted on by teachers who would foster negotiation of the curriculum and autonomous learners. Negative feedback is valuable for evaluation and improvement. For the researcher, these results encourage confidence that he is not getting "the party line" or "the culturally approved interpretation" (Kirk and Miller, 1986, 48). Participants are ready to tell the researcher what as teacher he may find uncomfortable to hear.

Question 18 and 19 results help us see that each individual (even those who gave nondescript answers in 18 provided ideas in 8 or elsewhere) has beliefs about how he could best develop second language knowledge. The participants have wide ranging notions about what second language knowledge is (as we saw in section 5.2). and correspondingly varied ideas on how to attain that knowledge. These learners clearly have lay or "folkloric theories" about second language learning which strongly affect all aspects of their language learning beliefs which are important "not for their validity but for their consequences" (Freed, 1995). As the respondents express their ideas in certain metaphors, it can reveal to us if they think language is "fixed knowledge out there in the real world" that they must acquire, something they construct in interaction or create in their minds, or perhaps all of these.

Amid this richness of perspectives, there are categorisations which can lead to theory or researchable units of analysis and avoid total perspectivism (see further discussion in chapter 6.) Despite the riotous individuality of the data presented here, much FLL discussion is premised on the cognition of an idealised language learner, and the learning of language as if there were no other living agents involved in the learning of language. Communicative *inter*action clearly *involves action with others.* We turn in section 5.3.2 to a consideration of learners' perspectives on others.

5.3.2 The impact of others

In 3.13, it was claimed that an ethnographer cannot de-emphasize and objectivize the personal and personality factors in FL classroom dynamics. Rather than an idealised model of THE learner, all participants' actions, utterances, beliefs expressed in writing, and the physical and social context of their learning experiences are useful for 'thick description' and analysis. Relationships and interactions with others are clearly crucial in SLA/FLL and need to be depicted and studied accurately and fully, including problems in approach, personality or interactional conflict, lack of innate abilities, idiosyncratic human personalities, emotions, moods and habits, diverging interests and aptitudes, philosophical disposition and sense of self and others. For this study, sense of self as learner and perspectives on others are valid educational and anthropological questions. The lived experience of language learners is full of "others" and contingent on daily relationships with others.

Participants were invited in question 21 to comment on the "things other people (teacher, friends in class) do which help keep you interested". It must be acknowledged that this question had a positive tone and therefore drew almost entirely on participants' ideas about the favourable influence of others.

i. Learner comments on teachers

A cluster of answers elaborated on teachers' qualities, approaches and the interactional or classroom environment that the teachers foster. Teachers are obviously "significant others" in a structured learning situation. Typical qualities or actions of teachers which students found helpful included "Teacher enthusiasm" (MIf21-I2). Learners commented also on "Teachers willingness to help keeps you interested" (JTf21-I2); "Phillip's encouragement and good nature – comfortable personality – passion and commitment to Indonesian" (ACf21-I2); "the accessibility and eagerness to help by the lecturer. Christina's constant smile and laughter" (JDf21-I2); "I find the lecturer and tutors very friendly and helpful and this inspires me to make an effort for them as well as myself" (WLf21-I2).

> The lecture*[r]*s and tutors of Indo are very helpful and approachable. They do show concern in the students interest of methods to learn the language (MGf21-I2).

> Christina's friendliness and care for the students. Phillip's wit and continual persistence in trying to please and listen to every one and his care for individuals and needs. Susie's web site (LTf21-I2).

> Maybe that's why I am so passionate about this subject because you, Suzi and Christine keep it interesting (EHf21-I2).

> Small groups of 6 are great. Christina was GREAT. We always had fun as well as learning in the tuts (CPf21-I2).

> People in class and teachers were always willing to help and encourage which I thought was excellent (JBf21-I2).

> Friends and teachers sharing their experiences in Indonesia helps to keep me interested. Other student sharing their progress and difficulties also help to keep me interested. It is the most friendly and interactive subject I take (DCf21-I2).

There is also some negative comment on teachers in other answers especially since they are seen as responsible for the computer experience.

> At times there seems to be some disorganisation – things done at the last moment which unsettles me and the other students (PHf19-I5).

ii. Participant comments on other students

We have already read about other students sharing, friendliness and willingness to help. Other comments included:

"Perhaps the makeup of classes (eg the type of people) also effects peoples learning ability" (DTm31-I2), wrote Dean, the self-confessed lazy student who added in item 30: "If I am not *expected* to do something I simply won't do it enough" (DTm30-I3, italics added). Dean looks to others' expectations as a kind of extrinsic motivator (see section 5.4.1 on motivation and connectedness). Other responses were:

> Not really. I enjoy working with my fellow class friends (NHf21-I2).

> Elspeth's enthusiasm and humour (ACf21-I2).

> Expanded opportunities for discussion on lecture topics (DSf21-I2).

> When the class is conducted in a manner that people are having fun and enjoying it. I like going off track and the teacher and class students talk about their own experiences of living and visiting places overseas (SMm21-I2).
>
> Christina's stories (JRf21-I2).
>
> The class is always very relaxed, comfortable and talkative which I find helpful to keep me interested (AWf21-I2).
>
> When we have activities in tutorials that involve speaking and listening (RLf21-I2)
>
> Formal learning curriculum but with an informal class structure (PSf21-I2).

Only two participants touched on negative influences of others in this question (although in answers to other questions, there are references to potential embarrassment and threat (LTf8-I1) and "not wanting to look like a complete idiot" (EHf12-M3) or stupid. Judith feared "getting behind"(JBf22-I6) and [...] "lost because everyone is just working on different things and you get unsure what to do" (JBf27-I6). Jan showed a lack of confidence and/or trust of others; she detested obligatory oral presentations in front of the class and suggested students have the option to present just to a couple of instructors (JRf19-I1).

> Yes. Yes. Yes Yes. Everyone's impact - even negative. Perhaps the negative ones at times even more so because I have a tenacious disposition (PHf21-I2).
>
> Competition (subtle though it may be) to know/learn/speak etc more than others (MIf21-I2).

Margot was noted to comment about other students who found CALL uncomfortable: "I get annoyed with their complaints" (*Field Notes*, Margot 10/9/97). So, although we may not pretend that any FL class is a utopic space immunised from interpersonal conflict, it will be seen later that "no interaction with others" (JBf16-I6) or the loss of the discursive classroom was a common complaint about the web-based experience: "I learnt better with someone to talk to" (JBf25-I6). Further, in section 5.2.2 above on learner conceptualisations of FL knowledge goals, we see numerous references to others, exemplified by Alison's "To communicate my thoughts and ideas to receive those of *others*. To *share with others*. With my first language I expect to *participate totally within my community* [...] to express myself creatively and to understand [...] when *others* express themselves" (DCf5-K2, italics added].

iii. Others outside the classroom

Two of the male students, both in their thirties, nominated female partners as inspiring them and helping their efforts.

> Katie is a big encouragement and helps me with homework (DRm21-I2)*(spouse name altered).*

> My girl friend is very keen to learn Indonesian as well (DTm21-I2).

iv. Discussion

Wendy's comment that "friendly and helpful" teachers inspire *her "to make an effort for them as well as myself"* (WLf21-I2) demonstrates the beneficial impact of teacher personality, personal qualities and expertise which cannot be easily replicated by computer systems. It is difficult to imagine a multimedia program "going off track and the teacher and class students talk about their own experiences of living and visiting places overseas" (SMm21-I2). Advocates of hypermedia point to the links which lead to reams of information on the World Wide Web but for all its gloss, it is not the spontaneous, a propos and personalised anecdote shared by people in a class. It is impossible to find a computer program with a capacity for "care for individuals and needs" (LTf21-I2). This brief examination of the views of these twenty-two learners about the influence of others seems to confirm that relationships are not just one possible end goal of language learning (in the target language community) but also a crucial part of the FL learning environment. In fact, given the general apathy of the English-dominant Australian community towards foreign language learning, the approbation of others and a supportive if small discursive community seems a crucial aspect of motivation in FLL. Further discussion on "others and motivation" is found in section 5.4.1 and chapter 6. The role of teachers has often also been thought of in terms of control of knowledge, course structuring, learning and behaviour management. In the next section we consider FL learner perspectives on autonomy and control.

5.3.3 Autonomy, control, the role of the teacher

"Language is also a subject which I can't teach myself" (MIf30-I3).

Autonomy and control in language learning has become a strong research vein in modern FLL enquiry as well as in CALL with the inducement of 'self-directed' or 'independent' learning via CD packages or networked systems. What is it that learners should have control of: choice of knowledge, informational content, interactions, outcomes? Laurillard (1993, 229) refers to Meno's paradox: the learner does not know what he does not know. And often does not know how to acquire or construct that knowledge? All formal education is premised on the superior

existing knowledge held by teachers and represented in authoritative texts. Yet institutional education often fails to achieve its own stated outcomes for all students because of an overly prescriptive, didactic approach. This may stifle exploratory learning, creativity and motivation. In language learning in particular, spontaneity and self-expression are crucial to the development of interactive proficiency. How do we reconcile the systematicity of language which learners need to acquire with the almost infinite variability (Long, 1990) - not just of possible utterances - but of learners' goals, intentions and aptitudes? Learners may not know the particularities of what they need to know, but *they do often know what they want to know*, even if loosely defined, as we have seen in earlier sections. They also have knowledge of themselves which no outside expert can gain.

Cotterall (1995, 1999) encourages researchers to look closely at *learner beliefs* for clues as to the degree of "readiness for autonomy". She used questionnaires (with Likert scales) to elicit learner conceptions and preferences. In the present study, question 30 was:

> How would you rate yourself as a language learner if 1 is extremely dependent on the framework and instructions of lecturer/tutors and 5 is very independent/autonomous/self-directing? Explain.

The question sought to elicit learner perspectives on the whole question of dependence, independence, autonomy and control. Phrases interpreted as being significant have been italicised in all the quotations below which are then followed by discussion. All these italicised quotations are here interpreted as indicative of most learners' awareness of the need for both framework provided by a more knowing instructor and the opportunity to try things out on their own. In the questions of how much control to yield to learners, how much structure to provide, how much opportunity for independent individual learning, is the essence of the teaching profession: making principled, educational judgements moment by moment and case by case. Melanie, for example, is motivated by the computer facilitation of "*individual learning. Being able to redo pieces not understood. Unlimited time limits*" (MIf25-I6, italics added) and "the computers are relatively easy to get at" (MIf26-I6). Melanie would approve of continued use of CALL "only if there was still the interpersonal class discussions." Melanie appreciates the independence of accessing and working on computerised materials at will, yet wishes to retain the communal learning of a class where she almost certainly has to accommodate the plans and dispositions of others. There is no connotation that this yielding of solitary independence is a negative for her.

Melanie frankly rates her independence as only "2. I personally *need a structured system in order to learn. Language is also a subject which I can't teach myself* (MIf30-I3) [emphasis added]. (More of Melanie's observations about computer usage are found in 5.3.6).

Samples where respondents see possibilities or express the inclination for independence, autonomy or self-direction include Maria's desire "*to choose my own vocabulary at my own pace"* (MGf30-I3). Leslie nominates study partners, the chat line and the progression of the books (LTf30-I3), all resources she can use away from the teacher.

Samples where respondents see a need for framework and instructions of lecturer/tutors include Aileen's self assessment at "2 - I am *not good at directing myself* because I have poor time management skills (AWf30-I3). *" The grammar would be the only thing"* on which Maria sees herself as dependent from the start (MGf30-I3).

Nadine wants *"someone to instruct me and guide me* [...] *by myself I know I won't do it*" (NHf30-I3). Leslie considers that an instructor's knowledgeable direction, help and *"framework [which offers] a set pattern to set my goal towards for a set period of time without flitting from one place to the next*" (LTf30-I3). In Field Notes, Leslie's blunt comment has been noted:

> See we don't know. I don't know if I'm doing well or if you're teaching us the right way. I've never learned a language before. *You're the teacher. We expect that you know how to teach it.* (If you don't, we're all stuffed!) (Section 4.3., *Field Note Leslie 23.9.97,* italics added).

Dean is forthright: "*1 If I am not expected to do something I simply wont do it enough*" (DTm30-I3) and younger Judith sees her inexperience and the desire to pass as pressures towards "dependency":

> I would rate myself a 3 because as I have only been learning Indonesian for 1 year *I really need a framework to follow.* However, *at times I study what I want to.* However, you *have to follow the framework to pass the course* (JBf30-I3).

Not a few students see the *"best of both"* (SMm30-I3) as possible, that is, in Alison's words, "*Once I understand I know what we are to do I work independently* and in fact enjoy being up-to-date if not ahead of the program" (ACf30-I3) which she rates as making her "Possibly No 5!!" Denise confidently asserts that she rates a "4. *I am independent however the*

enjoyment factor makes me prefer lectures and tutorials and contact with other people" (DCf30-I3).

3 *I need instructions, lecturers, and tutors. I am self motivated enough to study and learn with self direction"* (CPf30-I3). Denny equally was ambivalent about this question and gave himself two ratings:

> 1-3 because 1-2 – *yes you need the structure and guidance of lecturer/tutors* (partly this is because it *is the traditional way that I was always taught in the past*) 4-5 *I enjoy puzzling this point with help of dictionary and assorted references, and direct communication* whenever face to face is possible with native speakers etc (DSm30-I3).

Elspeth assesses herself on this aspect of learning style as:

> I am 3 – I really *enjoy getting into my books* but *am not yet totally confident with my knowledge*. As you well know I constantly pester you by phone (EHf30-I3).

All the following samples indicate learners who see the value of being able to depend on structured activities and materials provided and controlled by an instructor yet the opportunity also to work and progress independently.

> 3. I am middle of the Road. I *am dependent in some aspects and independent in others* (JRm30-I3).

> 3. I don't really know how to explain it. I think I pretty *much need my independence as well as help*. I only really *like help when I ask for it* though so I guess I am more like 3 - 4 (JRf30-I3).

> *If I am clear on what is required* I am definitely a 5. Even if I am not clear I am still a 5. However, I would probably be a 3 briefly until I was clear. (I believe that it is *important to understand requirements*, otherwise you just *aimlessly walk off in a different direction*) (JTf30-I3).

> 3-4 I am *independently seeking to understand, practice and identify for my individual use. But sometimes a little lazy and lack motivation* (PSm30-I3).

> I like to be *given clear instructions as to what is expected from me and then I take it from there* (and fly). I feel that I cannot take in too much knowledge -

ever. Unfortunately at this time our library is very limited in Indonesian material BUT *the web is good.** (PHf30-I3).

4. I *like to explore the [illegible] myself and occasionally move beyond it* (DRm30-I3).

I have *no problem studying for the preparation of tutes, but in the actual clarification or rules and pronunciation I need teacher interaction* (JDf30-I3).

Very dependent on instructions of lecturer/tutors. But quite happy to also study at home (WLf30-I3).

Psychologist Rebecca took the researcher to task on this question:

I am a *good well motivated independent learner. I learn best within a structured framework.* This is not a useful scale for me. I do not equate wanting a structural framework with being dependent. I believe you have confused two questions here. You have *equated liking structured framework with being a dependent learner.* This is a false assumption. I think this is actually 2 questions.

• I prefer structured format .... I prefer open endedness

1 >>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>> 5

I prefer to depend on my lecturer for guidance ..... I prefer to learn for myself

1 >>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>> 5

I think the term "extremely dependent" has derogatory overtones. In the Myer-Briggs scale – (I feel anxious without it) "J's" prefer structure and closure. "P's" prefer lack of structure (usually hate structure) and open endedness (RLf30-I3).

Several answers link learning independently with personality, attitudinal and emotional factors, such as Rebecca's self-assessment as a "*good well motivated independent learner*", Deans' over-reliance on an instructor's expectations (DTm30-I3) and Patrick's admission to being *"sometimes a little lazy and lack motivation"* (PSm30-I3). Penny's enthusiastic attitude, on the other hand, primes her for both teacher-directed and self-directed learning ("I feel that I cannot take in too much knowledge - ever", PHf30-I3). The question of control (who provides

the structure and steers the learning) cannot be absolutely separated from personal attitudinal disposition, especially the issues of confidence and security, both of teacher and learners. Several respondents describe a legitimate anxiety that their solo efforts, or not understanding course requirements, may lead them to "*just aimlessly walk off in a different direction*" (JTf30-I3) or "*flitting from one place to the next*" (LTf30-I3). Margot who independently achieved exhilarating gains on webchat with native speakers felt that in this CALL situation "the security blankets have been pulled out, the being able to joke and so forth in f2f classes" (see *Field Notes*, Margot 10/9/97). The same Field Note offers other penetrating insights into the question of autonomy and control:

> Not having my friends, class cohesion, is insecure.
>
> Not having any English available, I didn't realize I wasn't ready to let it go yet. But I'll get through it. In tute, the sitting around the table, people calling out, you can *compare yourself to others'* performance and at least feel good about some things.
>
> In this *little psychological box* (the computer station), you are *cut off*, you wait for the teacher, you wait for the teacher. In the tutorials, the teacher is talking to everyone at once, it's more economical. Here he has to go round and help each student individually. You don't feel you can turn away from the computer and talk to other students. [...] Most don't come in before the workshop or other times. They don't want autonomy. *They want their dependence.* If they can trust the teacher and classmates. Computers imply
>
> - no English
> - no release of tension by joking
> - *loss of group ethic*
>
> I find the site easy to navigate around. If instructions were any easier, it'd be an insult to my intelligence. *I love to be able to go at my own pace outside the class, come in whenever I want, play around with the site. But I like that target or guidance* that I should get four activities done in two hours. It bugs me though that other people are still on page one when I'm on activity 3 - he' s no use as a partner to me then. Like being in an exam, seeing the pens moving, you think "My God! I should be up to that!" I'm *uncomfortable with control being turned over to herself.* I prefer to have the *benchmark of teacher*

> *control.* Would like it *regimented.* Do this in this half-hour. Being human means you'll play around and waste time and not get back to things.
>
> ChatLine people praise her for improvement in language. They're having to correct her less and less (*Field Note: Margot 10/9/97,* italics added. Confusion of pronoun person in note taking).

These responses can be interpreted (perhaps as a reassurance for teachers in the age of e-learning) that even confident and capable learners do perceive the need for the more experienced to assist them in selecting and experiencing in a systematic way both content and learning strategies: "Language is also a subject which I can't teach myself" (MIf30-I3). Face-to-face intersubjective interaction is as valued as independent effort. The results of this study confirm Cotterall's (1999) conclusion that learners each have their own unique history and make-up which influences the degree of autonomy they prefer and their readiness for autonomy. Their admissions of personal doubts, perceived weaknesses ("Being human means you'll play around and waste time and not get back to things"), annoyance with others, help this ethnography to depict the real FL classroom community as a fully human space where fallible individuals interact, interpret and negotiate meaning, perhaps often based on provisional, imperfect understandings. This study also shows that learners can and do think about theoretical issues - or do when requested. Jan used terms like "compulsory" versus "choose", "work it out for yourself", "ask questions if needed" (JRf31-I6). Implicit here are well established thoughts - of a student under 20 years of age - about her own learning style and strategies and the demands of institutional learning settings. We have discussed in the previous section how relationships are important in FLL. Negotiation (or not) of control over course goals and structure, interactional style and activities, all make up educational relationships. The "balanced teaching style" (of Felder and Henriques, 1995) attempts to cater for different learning styles, levels of dependence or autonomy, encouraging self-direction and active exploration while guiding and helping with feedback as requested or needed. These responses can be interpreted to support the notion of *interdependence*, the "best of both" (SMm30-I3) - rather than mere independence - as an ideal in FLL.

Learner control (in terms of choice of activity, self pacing and access at any time) has always been one of the major "selling points" of computer assisted learning (CAL). We turn in the next section to interaction in CALL.

5.3.4 Computer mediated interaction (interactivity)

This large ethnographic section deals with learner perspectives on Computer Assisted Language Learning, exploring participants' conceptions of what computer-mediated interaction or interactivity was experienced in the 1997 course ("what they think is going on here") and their attitudes, feelings and reactions to CALL. This study was motivated in its early phases by a desire to *understand learner perspectives* on the nature of computer interactivity and interactive language learning, hence question 28. Learner feedback on Computers was derived from a cluster of questions. Questions 9 and 10 are coalesced with question 16 as well as questions 25 through to 29. The first two enquired about past experience and expectations of computers while the latter questions enquired about change of attitude, reactions, appeal, motivation and technical aspects in using the web-based materials in the study. Comments from other questions are included if relevant. For convenience, the relevant questions are repeated here.

9. Can you describe your *expectations* of Computer Assisted Language Learning

10. What things most induce anxiety in you when learning another language?

16. Has your attitude changed since beginning to use the web-based materials? eg began open and willing, now very cynical; was nervous, now reassured?? Explain why.

22. CALL means Computer Assisted Language Learning. What are your overall reactions to the CALL experiences you have had?

23. Have the technical problems with delivery over the network affected your attitude to using computer based learning materials?

24. Do you feel you actually learn Indonesian through the CALL materials? (Yes/no/sometimes) Explain why. Which aspects are most promising?

25. Which aspects of computer usage have motivated you?

26. How much time outside scheduled workshop times did you spend on the Web materials? Any comments?

27. Do you ever feel lost or lacking clear direction when using the web materials? Can you explain when or why?

28. What does the concept interaction (interactive) mean to you?

29. If given a vote whether to keep using Web or other CALL materials as part of the course rather than an optional extra, would you vote YES or NO. Why?

For each student, this cluster of questions yields *an ethnographic vignette* of that learner's computer-mediated experience with the Indonesian website. The learner's emic perspective *in their words* are presented with *interpretive reflections* interspersed. A few are quite lengthy while others are condensed. (All questionnaire data are available in Appendix 7).

Maria was clear about her past experience and level of confidence with computers:

Nil! I am not interested in technology. Although, I know that computers are "the thing" of the future, I would lose interest in learning any skills if it needed to be computerised (MGf9-I6). As for CALL, she "had no expectations, but neither was I looking forward to it" (MGf10-I6). Maria felt her attitude to Indonesian language learning had changed:

> Yes. At first, the novelty of my 1st Asian language. The computer based learning of Indo set me right off. I found it to be a waste of time if one wasn't familiarised with computers. I felt, wanted to learn Indonesian, not computers (MGf15-I6). Yes. I felt I didn't gain as much as before (MGf16-I6).

Multilingual Maria particularly wanted to learn "to speak, write and read" (MGf5-IK2) "Asian Languages" (MGf4-K1) and despite a belief in " repetition and repetition" (MGf8-I1) developed an antipathy to computer based learning which is in evidence again in item 19: "Less time on the Web perhaps. A whole 2 hour tutorial on it is in my opinion, a bit too much" (MGf19-I6).

Maria's answers to questions 20 and 21 show she clearly likes foreign language learning in general and her teachers this year as well (MGf20_M1) whom she found "helpful and approachable and concerned" (MGf21-I2). The CALL experience itself was responsible for her sense of "Frustration above and beyond other frustrations of comprehending the language on its own" (MGf22-I5). The layout and navigation was "a bit confusing at first. But too many hours wasted before one became a bit 'at ease' with it and was able to navigate with it (MGf23-I6). The only aspect which motivated her was "maybe having free access to the internet which in fact, didn't get to use it" (MGf25-I6). "I spent as many hours as I could on print-outs and weekly work; but very seldom used the Web outside Workshop schedule" (MGf26-I6). Maria does feel disoriented at times, explaining: " I first don't like the thought of learning a language through computers when I feel that pronunciation practice would be more beneficial. Besides, I do not like computers" (MGf27-I6).

We can deduce from her definition of interaction that Maria does not see computers having a place in communicative or interactive language teaching/learning.

> To me it means some form of communication, either verbal or non-verbal. However, by interacting in the process of learning a language, one gets to have or gain practice (MGf28-I6).

She reinforces this point in her response to item 29 on retaining CALL in the course:

> I feel that all the material is beneficial; perhaps some material benefit some students more than others. However, the Web appears to me not to be a form of interaction and perhaps I would vote for less time to be spent on it (MGf29-I6).

Maria's suggestion was followed the following year with the reduction in class computer tutorial time to one hour only.

Nadine had ten years experience and felt "confident in using computers as they have always been a part of my working career" (NHf9-I6). Nadine was hoping for a great deal from CALL:

> I'd never heard of Computer Assisted Language Learning but I guess my expectations were that it would teach me as much as I would ordinarily learn in a normal classroom situation (NHf10-I6).

Her doubts about the efficacy of CALL also reflect an honest self-criticism:

> I began open and willing but now I wonder about the value of it because I believe that this type of learning requires much more self discipline and self motivation and not everyone (myself included) is that way inclined (NHf16-I6).

That is, not everyone is "autonomy ready". Technical problems left Nadine believing she would not "learn as much and as quickly and as thoroughly" (NHf22-I6). She points to the role of motivation: "I didn't find the online computer materials difficult to use. It was just too easy not to do it" (NHf23-I6).

Did she actually learn Indonesian language through the CALL materials? "Yes, sometimes. If I persisted with all the activities for one session I would learn some new words" (NHf24-I6). This may reveal something of Nadine's attitude to what acquisition of a language means (for her, highly dependent on social interaction), or it may express her contempt for the little she

achieved in a typical CALL session: "learn some new words". A motivating factor was "being able to use the Internet" (NHf25-I6). She spent no time or very little outside class and did not "print anything to take away with me apart from handouts already supplied in lecture" (NHf26-I6). Nadine's response to item 27, on feeling lost or lacking direction, is revelatory: "Not so much lost but because I was in the night class it was usually only one or 2 people and it wasn't like a real class. There was no push" (NHf27-I6).

The concept of "push" reminds us of Swain's claim that language acquisition requires not just the uptake of comprehensible input but also the push exerted by a requirement for producing comprehensible output. In human-human interaction, in Nadine's "real class", there is a cycle of exchange of meaning (input-output-feedback) and shared construction and valuing of meaning Nadine supplies evidence that for her, face-to-face interaction with others provides this whereas CALL (at least as solitary learner before a screen) simply does not. Nadine takes interaction to mean: "Joining, participating, merging" (NHf28-I6). "I think the web/call has its place but it should not replace the normal workshop" (NHf29-I6). "I want someone to instruct me and guide me. If I'm left to work on a computer by myself I know I won't do it" (NHf30-I6). She regretted the loss of conviviality of a larger group.

Nadine's uninspired reaction to this CALL experience provides valuable feedback for practical and theoretical spheres. This particular website needs to include much more that would either simulate or provide genuine communication or interaction (with the web author, other learners or native speakers). Perhaps it also indicates a need for more explicit discussion with students about the various kinds of language knowledge, the varied strategies for acquiring or constructing them and the roles that multimedia CALL can play (see further discussion in chapter 6).

Leslie claims "I am not totally computer illiterate but I do have troubles finding my way around many simple obstacles. I don't have great confidence but I am willing to learn but not at a fast pace. Although I like much repetition" (LTf9-I6). "I thought it was going to be fun and I thought it was going to give a good variety of new easy and exciting learning skills" (LTf10-I6). "Yes my attitude was good. But I have lost a lot of confidence. Mostly due to not being able to access material because I don't know how or the computers are down or I forgot how to get into a certain area such as how to copy onto my disk and then print materials I need because it's not in the same text when copies over.[4] I think if these things could be rectified it would make learning a lot less frustrating and time consuming. I seem to always need staff help and this is not always available" (LTf16-I6).

Leslie found the technical problems affected her attitude to CALL "by being a damned nuisance" (LTf22-I5). As for layout and navigation, she considered them "Clear, in the beginning it was easy but I am finding it is becoming quite a challenge keeping up with or trying to keep up with the work load. This can become confusing. Yes it is quite stimulating" (LTf23-I5).

Does Leslie actually learn Indonesian through the CALL materials?

> Yes a little. I like the test on the computer you have more time and it is less threatening. I also like the change from the books, and pictures on the web, although I think maybe we should prepare for the computer classes before we go into the rooms together, (learning actually on the computers (if we can access without delay from technical problems) (LTf24-I6).

An aspect of computer usage which motivated her was "the chat website" (LTf25-I6) but she gave no details. Leslie found she did get lost and lack direction "in the beginning but it got better towards the end" (LTf27-I6) and recommended a simpler layout as in a colleague's website. (This somewhat contradicts her response in question 23 above). Did Leslie spend time outside scheduled workshops on the CALL materials? " Not a real lot but enough to get frustrated trying to print out so many times I would hand write them and take them home to complete" (LTf26-I6). Leslie's definition of "interactive" was

> "It means not writing but instead typing. It means a change from monotonous read the book stuff. It can be more challenging but I think you still need a teacher around to assist where necessary. (This is computer interacting I hope you mean) (LTf28-I6).

"Not writing but instead typing" would seem to be little gain for all the intellectual and financial investment in computer assisted learning. Overall, Leslie's experience with computers provided changed and varied input, "more time and it is less threatening" to do tests online (LTf9-I6), teacher assistance still available if needed and some benefit from webchat. She has serious criticisms of excess workload, level of complexity of the content, and some technical difficulties (such as printing out from HTML source documents on the extant Windows 3.1.1 platform). Her comments noted in Field Notes were more positive than her questionnaire entries, suggesting that "we learn about computers", it is "no threat, take your own time" and "can be fun, listening to sounds and stuff" although she reiterates that it "can be confusing. If marks were not at all dependent on computer-mediated stuff, it would be more comfortable" (*Field Note Leslie 23.9.97)*

Alison declared that she was "confident with the computer – No problems unless technical" (ACf9-I6), had 'no expectations. I really did not give it too much thought. I just accepted it as an integral part of the Indonesian language unit" (ACf9-I6). " I enjoyed it more once I was out of the group situation and working at home at my own pace – away from the distraction of other students all requiring attention. I found the computer classes chaotic and a waste of a 35 minute drive from home – frustrating and non-productive!" (ACf9-I6). At the university, Alison found technical problems with network delivery "too distracting and time consuming. At home – perfect to date!" (ACf22-I5; reinforced in ACf29-I6). If this is rather an indictment of the campus IT system and the CALL sessions, she found the online Indonesian materials "fun, entertaining, easy to navigate and an added dimension to learning Indonesian – makes the experience more interesting and allows me to work at my own pace" (ACf23-I5). She derived "continued reinforcement of language learning. I guess it is up to the individual to derive their own benefits from this alternative method of learning. How could you not learn from CALL? It makes life more interesting." (ACf24-I6). What she finds motivating? " I enjoy translating – doing the exercises. Putting the illustrations with the language – sound" (ACf25-I6). Alison's modem link cost her "$176 worth on the Telstra bill. Hours and hours at home" (ACf26-I6). She never felt lost or lacking direction. Alison defined interaction/interactivity as the "student almost able to receive feedback as they work" (ACf28-I6).

Denise is an articulate female in her forties whose responses need no editorializing:

> 1997 was my first year "of the computer". I've loved learning about the computer and feel quite confident. If there is something I don't know it's not a problem. I will just find out. I welcome the opportunity Indonesian has given me to continue with the computer. However, I have reservations about its value in language learning (DCf9-I6). I thought that it would immerse me in language. That I could be an independent, self paced learner (DCf10-I6). I was anticipating (happily) the use of web material. When I started using it I found it too difficult and too much. I became frustrated and felt abandoned. From starting open and willing, I became frustrated and didn't enjoy it. As the material was adjusted more to suit student needs I became more comfortable with it. It was still frustrating to being able to get help as you needed it (waiting with your hand up) (DCf11-I6). They have (ie the problems) frustrated me but have not affected my long term attitude to computer based learning. I actually enjoy learning how to overcome these problems (DCf22-

> I5). The layout is attractive, stimulating and interesting. Initially some was confusing especially getting two things up on the screen together" (DCf23-I5).

Denise's response to question 24 (Do you feel you actually learn Indonesian through the CALL materials?) brought a frank response:

> "No but it was a good extension activity. Especially initially the level of difficulty was too hard. I could only complete the work by printing it out, taking it home and using a dictionary. Too much unknown vocab often unsupported by dictionary. Listening activities were useful as they could be repeated as required. Could the dictionary be activated by highlighting an unknown word (DCf24-I6).

What motivated her was "mainly the WWW access. Loved surfing the net, chat sites, newspapers. Also I had several Email pen pals that was a great motivation" (DCf25-I6). Weekly time outside scheduled workshop hours amounted to "probably average up to 5 hours" (DCf26-I6). This is a significant commitment for a full-time student (and mother) and indication that despite the offputting sense of overload of the first week or two, Denise was stimulated to explore what these new tools had to offer. She points to one irony of computer usage. These machines and programs which are promoted as "interactive" can be extremely frustrating if the software or the network misbehaves and little or no expert assistance is at hand or online. Computer lab classes and software design can be the opposite of interactive, they can cause frustration, a sense of isolation, defeat and much waste of time. "I didn't ever feel lost as to what was expected of me. I felt that in class though there was not enough personal assistance when I was stuck because I had to wait in turn to be attended to. It was more needing assistance with the actual material" (DCf27-I6).

In items 28 and 29, Denise explicitly chooses human over computer when *interaction* is the preferred means to a goal.

> Interactive to me means *a two way thing* ie the computer responds to the user. I would have liked the computer to *respond* more eg highlighted words - dictionary, more sound, feedback, help (DCf28-I6, italics added).

She would vote "No as 2 hours of contact time, would rather interaction - conversation with a native speaker. Yes in a more limited way to consolidate, not new work. and Yes as an extension activity" (DCf29-I6). Like Joseph (below) computer interactivity, at least in this

web-based course, does not equal interaction in Denise's estimation. It is not enough of a "responsive", "two way thing".

Chloe thought "plenty of speaking practice" was the best means to acquire a second language (CPf8). Her past experience and level of confidence with computers were "excellent" (CPf9). She expected CALL would be "different. I've never had to learn a subject from a computer" (CPf10-I6). In question 16, she responded that she "began eager. Now I use web-based materials less because my learning is limited from these materials. I learn more from the books." Chloe's chief goals were to speak Indonesian fluently and " to understand someone speaking to me" (CPf17_I6). Under item 22, she added: "This is the first time I've had to learn from a computer. I like it but I'm just a book-learner. That's how I learn. I am sure when young students who are taught at school on computers come through, it will be received much easier" (CPf22-I6).

Despite this, Chloe considered the layout of the online materials "very clear and easy to follow. The work on line was extremely well done (CPf23-I5). She "enjoyed the listening/sound exercises" (CPf24-I6), was motivated by "being on the internet, [...] Clicking on to various icons to get to other pages/work. Having the dictionary on screen." (CPf25-I6). Chloe enjoyed "very much exploring with computers. I enjoyed finding my own way around" (CPf27-I6). She spent "some" time outside class on the computers (CPf26-I6) but the concept "interaction/interactive" does not recall computers to Chloe, rather she thinks of "Person to person in small groups" (CPf28-I6). Chloe would opt to continue using computers in class "as long as what we learn in the books is in the computer not used as extra work. It just seemed that not only did we have the book, tape, video but also the computer. Perhaps too much" (CPf29-I6).

Denny was a well-educated, well-travelled senior citizen. He had

> never needed to know computer language in my working career and never really coped with the associated jargon – nor felt any desire to go deeper into it. My needs were met by the word-processing ability of the computer. The Intro to IT unit at SCUC was of little or no value for gaining "hands-on" skills, especially as the system itself had (as it often turned out) inbuilt unreliabilities! A good, reliable computer at home would have made a big difference (an essential pre-requisite?) [...] (DSm9-I6). I went into it with the interest of an innocent (but interested) bystander but with my lack of computer (hands-on) skills and the frequent failure of the system itself, that

> interest – for me- was swamped with frustration and anxiety arising from the lack of results in comparison with the time spend at the screen (DSm10-I6).

The responses of Denny are an excellent source of feedback for CAL(L) designers given that older and even elderly students in increasing numbers are opting for mature-age study. In the interests of - indeed to satisfy the legal requirements of - equity, instructors need to attend to the problems of older persons and look at other successful models of IT training for generations of people who had nothing of "hi tech" in their early education. Denny experienced "hold-up and time wasted when I 'pushed the wrong button' or didn't know which button to push to achieve a desired result" (DSm9-I6). No program can afford to have the following sort of response often.

> "Not being familiar with use of computers I found time in front of a computer was frequently exasperatingly unproductive. With a heavier lecture load I would have found it quite impossible. On the other hand it could be a useful optional extra, but not as a main means of teaching delivery – perhaps like recreational reading or browsing in the library – an optional "fun thing" (DSm22-I5).

> It was like driving a car while trying to read and follow a map at the same time – the two skills were incompatible and the outcome uncertain, with the ultimate destination quite elusive (DSm23-I5). The necessity of developing 'navigating skills' prevented any sustained enlightenment. I guess I still prefer to see it all on paper that I find much easier to handle than being saddled to a computer. I found it all quite 'bitty' although interesting and useful in spots, but difficult for me to get the whole picture – until I see the print-out (DSm24-I6).

Did any aspects of computer usage motivate Denny? An astute response:

> The possibility that sometimes it may all come together – hands-on and learning experience – but seldom did the twain meet (DSm9-I6).

Denny spent "several hours on several weekends – mostly ending in frustration due to my inability to master the art of navigation. Images generally all too ephemeral for my liking (DSm9-I6). His definition of interaction was, for this researcher, redolent of deterministic behaviourism and instructivism. Nevertheless, it represents perspectives and expectations present in the classroom which need to be taken into account.

> I guess it's the classical stimulus – response model for which the stimulus must be clear or sharp if a productive response is to be gained. For me, that is ideally face to face rather than face to machine (DSm9-I6).

Denny would agree to the CALL component being retained within lesson times.

> Yes – but only after a comprehensive introduction to the computer and how to use it. I was disappointed that the system didn't live up to its promise, especially with all the work put into its development (DSm9-I6).

Denny's feedback contains several useful pointers. His calls for clarity of purpose in each activity, reasonable work load for the time allocated (although this varies enormously), for thorough computer familiarisation before or parallel to the use of CALL are all sound proposals.

Sean claimed "sound" computer experience (SMm9-I6) prior to this unit but as for CALL "never really gave it any consideration" (SMm10-I6). Sean's comments on technical networking problems reflect a stoic approach and some ironic criticism perhaps.

> Yes it can, particularly when I thought I lost the exams which I sent through E-mail. Usually I don't let problems or negativity affect my attitude, always like to think positively. What are the good things to come out of bad situations (SMm22-I5).

It is interesting that asked if he feels lost or lacking direction, Sean responds: "Yes, because everyone works at different speeds" (SMm27-I6). Rather than feeling the relief of working at his own pace, he is perhaps worrying that he is being left behind. Sean is firm in his response to question 16 about change of attitude:

> I feel through interaction in face to face tutorials and workshops are more effective for learning a language. Although, web based materials does have potential for students who wish to do external studies (SMm16-I6).

In his view, interaction is "Face to face, the process of two people acting on each other" (SMm28-I6)

Sean believes "the goals and layouts of the course is well explained" and that the lecturer's flexibility "can help when the pressure is really on" (SMm23-I5). The only aspect of computer usage which Sean listed as motivating him was "Quizzes" (SMm25-I6). As for computer time

outside scheduled classes, Sean responded: "Not a great deal unfortunately. Always too busy" (SMm26-I6). He would vote to retain CALL "as an optional extra" (SMm29-I6).

Sean's responses give us insight from a student who patently - and in his own estimation - did not possess a 'natural aptitude' for foreign language learning. He preferred often in classes to attend passively, making copious notes and often appeared tongue tied when called on to participate in discussion in Indonesian. He saw memory or retention of vocabulary as his great weakness. Sean may have required a long "listening period" (in Krashen's view of acquisition). He went in the following year to Indonesia and completed a six-month intensive language and culture course, returning home with a command of the language greatly improved by the immersion experience. Since few students will be able to benefit from such an in-country immersion experience, the challenge for FL educators and CALL designers is to present some of the sense of immersion in online and virtual environments. Aileen derived a glimmer of that kind of experience.

Aileen declares: "I am a confident computer user and have used them throughout my schooling" (AWf9-I6). Aileen's expectations were - unlike Nadine's above - very modest:

> "I thought we would have the same tutorials and workshops as before, but with computers to use on our own for individual study" (AWf10-I6). There were a few [technical] problems, these were a little frustrating (AWf22-I5). I found the layout easy to navigate (AWf23-I5).

She knows exactly what it is about instant feedback she appreciates:

> I found the section that had questions and answers good, because I need to know if I'm right or wrong straight away. I found that by the time I got results from the quiz I'd forgotten the questions.. and usually there were so many new words which was confusing (AWf24-I6).

Aileen "liked the question and answers and I also liked chatting in Indonesian on the web" (AWf25-I6) but spent little time on the website outside scheduled hours "because the materials were often complex and I'd need help so I didn't use them much. It might be better if the computer had simpler revision things as well, to be able to read everything in a unit would be a boost" (AWf26-I6). This is a learner who likes tasks that do not excessively challenge and needs frequent reassurance. She would feel lost or lacking clear directions "sometimes.. when I couldn't understand the materials.... When there wasn't enough time to

finish the materials" (AWf27-I6). For Aileen, interaction means: "What I do on the computer will provide a certain response" (AWf28-I6).

Would she choose the Web or other CALL materials as part of the course?

> Yes – because they let us know that Indonesia is actually used out there in the world. Rather than simply learning by memorising words and talking to each other, we get to use Indonesian in real circumstances (AWf29-I6).

This answer ("that Indonesia is actually used out there in the world") is based on a different criterion than given by any other respondent and unlike some other students who clearly preferred face-to-face conversation tutorials (eg Sean), for Aileen that was not "to use Indonesian in real circumstances". Is it a contradiction that the complexity of uncontrolled, target language, web materials and interactions is satisfying to her while she simultaneously asks for "simpler revision things as well"? This points to a role for teachers and course designers to provide a simplifying framework so that authentic real world materials becomes comprehensible. One thing absent from Aileen's responses (and Nadine's) is the sense of annoyance and frustration which the novice computer users felt. With ten years of computer use, even the network problems were only "a little frustrating". This study shows that even with extra coaching in keyboard, mouse and screen interface use at the beginning, tutor assistance always in the room and technical back-up just minutes away, many learners feel either strong anxiety or annoyance when technical issues prevent or delay them from instantly proceeding with their tasks or reaching their learning goals. Teachers feel equally peeved when system faults disrupt their carefully planned lessons.

Elspeth During the late 1970's and early 1980's, Elspeth "worked for Ansett using ADT's (VDUs) which helped when I did the Intro to Info Tec in 96. I'm not really confident but am willing to learn" (EHf9-I6). As for CALL, "I had no idea it existed though it should not be any surprise as I had studied language previously using tapes" (Ehf10-I6). She regards technical difficulties "as teething problems that will be fixed. In fact I see it as a learning experience also" (EHf22-I5). Elspeth provided no answer or brief answers only in this cluster of questions. On layout and navigation, "I have to admit I'm not entirely sure I know what you mean, but if it is how we click on symbols etc – they are fine (EHf23-I5). She never felt confused by the system (EHf27-I6). Elspeth "found it impossible to get on a computer unless it was our workshop times and with children it is not possible to come after hours" (EHf25-I6). She looked forward to accessing "uni website from home" (EHf27-I6). Elspeth has since

become a frequent home user of her networked computer and also has studied in an intensive, in-country course. She has become a highly committed, ongoing student of Indonesian.

Rebecca, a semi-retired professional woman with two degrees, highly motivated to achieve in Indonesian, had a very negative experience with computers. Rebecca declared that she had "nil" previous experience with computers.

> In 1975 – the last year of my BA in Stats we graduated from slide rules and logs and calculators to computer and a bit different to today (RLf9-I6). [...] I was hopeful I would be able to master using computers for language and learning (RLf10-I6).

The technical difficulties "have just added to my frustration and sense of ineptitude" (RLf22-I5). For layout and navigation, "it is all a confused mess to me!" (RLf23-I5). "NO I can't think of one word or part of grammar that I learnt. It felt like driving with the brakes on. I had to make up for lost time with private study" (RLf24-I6). One can almost feel the annoyance coming off the page in her answers to questions 25 (motivating aspects): "None"; 26 (outside class time on computers): "None"; and 27 (ever feel lost on web materials): "Always."

Rebecca's definition of interaction is "People talking (with oral speech), face to face" (RLf28-I6). Pointedly, computers have nothing to do with interaction, in her perspective. Would she opt to keep CALL as part of the course?

> NO It felt like a terrible waste of my time, my motivation and energy. I had to work extra hard outside of class hours to make up for the lost time (RLf29-I6). I regret that my experience with CALL was so negative. It was not for want of trying. I twice enrolled in IT courses but with dismal failure. I expected and hoped to do better. The other aspect is that I sadly missed class interaction in BI[5]. Both with tutor and students. My idea of learning Indonesian (probably anything) is talking. That is how I learn and what I most enjoy. 'But keep it up – I will persevere. I loved all the other aspects of the course and I am very pleased with my progress in writing and reading. More talk please!!! CALL was the only negative learning experience I have had in my life. I remember learning to drive a car (manual) being difficult but I eventually succeeded. I guess I've always studied things I knew I could succeed in! But for all my negativity about CALL it has been a great year. Thank you very much (RLf31-I6).

"CALL was the only negative learning experience I have had in my life." For the course designer, this is very depressing feedback yet it is at the same time valid criticism. For this individual learner with all her will to succeed, the two hours per week on computer were entirely counter-productive. While some others delighted in the autonomy, individual pace, access to stimulating resources and the challenge afforded by web-based learning, Rebecca clearly was defeated in her goals. The physical medium of keyboard-mouse-monitor was clearly an encumbrance to someone now in her seventh decade of satisfactory learning with paper and pen, and talk. Field notes record the frustration caused by windows, scroll bars, menus, toolbars, icons, hyperlinks and the whole paraphernalia of disks and cables and software. It is easy to forget that all of this physical plant in the learning environment to which many academics, students and workers have become accustomed in the last decade or two, for others (no matter their age) the experience is like learning to drive, possibly highly embarrassing and frightening.

Another young woman, *Melanie*, declares at the outset that she is "confident and feel(s) comfortable with computers due to at least 5 years of constant association with them" (MIf9-I6) She "didn't even think about" CALL before this unit (MIf10-I6). Melanie did not let technical difficulties phase her: "No these things will happen to computers. They are inevitable; they are generally always solvable" (MIf22-I5). The layout of the Indonesian materials was "bright and interesting. Speech is clear. Navigation occasionally confused. Generally stimulating" (MIf23-I5). Does she actually learn from the website?

> Sometimes. Often I get caught up by the amount of new words and spend most of the time looking in the dictionary. However, the material is stimulating enough to ensure something is learnt every time (MIf24-I6).

Melanie is motivated by the computer facilitation of "Individual learning. Being able to redo pieces not understood. Unlimited time limits" (MIf25-I6). Although with regard to time outside the class she spent "hardly any. I should have done more. It was possible as the computers are relatively easy to get at"(MIf26-I6). For Melanie, as for others, the term interaction refers to "where two parties (people usually) communicate with each other" (MIf28-I6). Computers do not feature.

Melanie would approve of continued use of CALL "only if there was still the interpersonal class discussions. I think it is important to continue to use the internet etc. It encourages personal learning and there is a lot of information available to browsers that would not be if

we relied solely on published material" (MIf29-I6). This is a very astute juxtaposition of "personal" and "interpersonal".

Jeremy's "level of confidence was and is quite good" (JRm9-I6); he had no expectations of CALL prior to the course (JRm10-I6). Jeremy had a strong desire to acquire good speaking skills which may be a reason that he evinced little enthusiasm for the experience with CALL during this semester. Computers are least helpful with developing conversational skill. Jeremy found the CALL modules "mostly clear and easy to understand and navigate but it does sometimes get confusing" (JRm23-I5). He believes he did learn via CALL because "it enforces material we have learnt and adds more" (JRm24-I6). Significantly he gave no answers to items 23, 25 and 26 and only perfunctory responses to 22 and 28. His recommendations were 'the dictionary could have a lot more words in it" (JRm27-I6) and that there should be "perhaps slightly less computer work/time" (JRm19-I6). "Optional extra would be better because personally I need more time speaking" (JRm29-I6).

Patrick described himself as "just a novice of essentially this one year, but seem to be getting a handle on it" (PSm9-I6). Before the unit, Patrick expected CALL would mean "possible quiz – answer type of scenario. Didn't have anything definite. Maybe voice interaction exercises – for pronunciation correction" (PSm10-I6). Patrick "appreciated the access to various mediums – Internet, videos, computer – interactive and books/papers" (PSM15-I6). As for change of attitude since using the web based materials, he reports he was "initially frustrated with the web base services, but with familiarity, have become more assured. When it happens smoothly, it is good" (PSM16-I6).

It is interesting that Patrick nominated "Vocab", Grammar, Culture and Pronunciation as "most important" (MI) outcomes or goals in Question 17 with History and Lifestyle being "important" (I) and Stories and Recipes "desirable" (D) (PSm17-I6). This may explain his methodological preference for Dictionary access (MI), Grammar coaching (MI) and Personal contact (MI) followed by computer interactive techniques (I), Cultural events and calendars (I). This is a wide spread of traditional linguistic goals and learning strategies with a mixture of grammar-based, communicative/interactive, culture-oriented and "computer interactive techniques". Even if Patrick does not understand the implications of all he nominates here, his response indicates thinking about his own learning objectives and how to attain them. If there is a major disjuncture between his expectations and self-perceived learning style and the educational package handed out by the instructor or institution, we can expect (see Felder and Henriques, 1995) inefficiency at least, probably disappointment, perhaps failure to achieve his goals or the institution's. An example occurs in his answer to question 25 on which aspects of

computer usage motivated him: "Short question and answers (multiple choice) Voice questions and responses" (PSm25-I6, see discussion at end of this section). On the layout of the online Indonesian materials, Patrick responded:

> I think it would help, for our level, to have an English version of what is written in some of the longer, more complicated texts, which we could refer to. Overall the layout is good and interesting (PSm23-I5)

He only felt lost or lacking direction "when the text is long and contains many unknown words" (PSm27-I6). Although he had little time outside scheduled classes to spend on the computers (PSm26-I6), Patrick was a strong supporter of continued use of CALL "because it is innovative, interesting, allows voice transmission – to and from, and is immediately responsible to true or false answers" (PSm29-I6). According to his definition of interaction - responding to and gaining a response (PSm28-I6) - Patrick found these web-based materials to be interactive.

Jan warned she "very little past experience with computers (programs etc). I do have experience with Wordperfect 5.1 and am confident when using it. Before Uni I had only used 5.1 though. I do not like computers and never really have and I have a low level of confidence with computers" (JRf9-I6). She had her doubts about CALL before this unit: "I didn't think it would go very well because *it's not the same as interaction between people and you do not get as much experience speaking*" (JRf10-I6) [italics added]. The Indonesian site she found to be "clear, easy to navigate, not really attractive or stimulating though (JRf23-I5). Nevertheless, she did learn from the site, reflecting "you are pretty much on your own and have to work it out yourself and I like that" (JRf24-I6).

It is noteworthy that Jan, lacking confidence in her own computing abilities, still appreciated "being able to work it out yourself and work on it when you feel like it, not necessarily at a set time" (JRf25-I6). She spent "a few hours" extra a week "to work on it when I want – alone" (JRf26-I6). Unlike others who quickly look for teacher or lab technician assistance, she did not feel lost or directionless (JRf27-I6). For Jan, however, interaction means "One or more people discussing and practising (the language)" (JRf28-I6). "Like I said before I like using the computers as you work it out yourself but it is helpful to be able to ask questions if needed. But I also like one on one and learn a lot from Christina and the way she explains things" (JRf29-I6). "Computers are good by maybe just one compulsory hour a week and then we choose if we want to stay on longer" (JRf31-I6). Jan has a balanced attitude and looks for

the maximum benefit she can derive from the variety of learning experiences presented in the course.

Josie considers herself to have a "high level of confidence with computers. My skills are all self taught. If I don't know how to do something I find out either through on board help or books" (JTf9-I6). Josie's expectations of CALL were for "the computer to add upon and reinforce what I have learnt in lectures and tutorials. As the acronym says, assist with learning. It is a supportive tool rather than the main source of learning" (JTf10-I6). Josie felt her attitude "did change since then *[beginning to use CALL materials],* however, it was not a result of the computers. The problems (tech) were a pain but you just have to "roll with it". Not to focus on the negative and forge ahead. I think that many got bogged down in the problems which in turn affected their experiences" (JTf16-I6). Technical problems affected her attitude "somewhat. Not as much as the room disruptions from non Indonesian students. The environment is important (critical) to being able to concentrate on the task" (JTf22-I5). Did Josie actually learn Indonesian through the CALL materials?

> Sometimes, as I have already said. The environment is important. I have done a lot of independent learning in primary school, through the special composite class I was in. I always found the environment important. For learning on CALL need clear directions on tasking (JTf24-I6).

Josie repeated this point in question 27:

> Often this is from not knowing exactly what we are to do. Once I am certain of what we are doing I then run with it. But until I am certain I just tread slowly until I find out (JTf27-I6).

This is explicit feedback with two implications: 1. that task layout and clear instructions are extremely important for learners' security and focus; 2. some students have more developed qualities of self-reliance when faced with uncertainty, important for all learning and especially for language learning where that they will often face the unpredictable and unknown in interactions and learning tasks.

Asked about time on the computer outside class, Josie's answer was revelatory of all the personal factors which impact on students' lives which an impersonal institutional approach abolishes from consideration. If as Josie reminds us above, "the environment is important" on campus, so too is the life context and the individual make-up of each learner.

> I spent time on the printout. I would go through them and identifying all new words. I didn't spend any outside time actually on the web. This was for 2 reasons. 1. Computers are hard to access with all the students. 2. I borrow mum's car so I can't always go when I want to. She already says I have the car too much (JTf26-I6).

Her view of interaction was a leap of faith which few other students shared.

> I communicate with the computer, likewise it does to me. This can be through ROM images, or voice (JTf28-I6).

This attribution of agency to the computer stands in contrast to her question 10 response (above) wherein she describes CALL as "a supportive tool rather than the main source of learning" (JTf10-I6). Perhaps Josie has had significant computer experience outside university or in other classes but it would be astonishing if she derived this confidence in computer interactivity from the current study project's interface and content. It may indicate the high expectations which the computer industry's advertising have implanted in the public. "The whole package has been good", Josie concludes. "I don't know if I would use the word "motivate", but it has been an important supportive tool" (JTf25-I6). Josie's answers are fertile ground for speculation. She makes tacit criticism of task clarity and of the lab environment; she has had to work it out for herself often, she found the whole package supportive of her language learning; she also has expectations of computers which two more decades of Artificial Intelligence development may deliver.

Penny is a middle-aged female, a painter, and has significant hearing loss in one ear. Before coming to uni, Penny's experience with computers was "nil" (PHf9-I6).

> Unfortunately the IT course I did at uni was self paced – which meant that if you were slow you were left behind. My best experience (which gave me a measure of confidence) was the purchase and subsequent use of Adobe photoshop (hours of playing).

"Self paced – which meant that if you were slow you were left behind." This is an indictment of that IT course and might give pause to proponents of computer-based, autonomous learning. Penny had no prior expectations about CALL "except a hesitance because of my lack of computer skills at that stage. When I am absorbed with the computer – I cannot recognise when the teacher is giving instruction unless the person next to me taps my leg (deaf)" (PHf10-I6).

Questions 19 to 24 brought out the novice computer user's frustration with using the web for language learning and criticisms of the system and materials design.

> At times there seems to be some disorganisation – things done at the last moment which unsettles me and the other students (PHf19-I6). When these frustrations occurred (on a regular basis) I began to think I was wasting time on/with the computer and that perhaps the class participating environment was far superior (PHf22-I5). Yes I think the layout is easy to read, but I have had difficulty accessing the dictionary. The scrolling one at the side is good - but on some new words could it be html[6]? (PHf23-I5) .

Penny has been motivated by "Surfing the web. The chat line. Some of the newspaper articles. I like the examples of the letters and I really liked the quizzes with multiple choice" (PHf25-I6). She continues: "I still don't know how to surf the web properly but I used the web to surf when things got particularly difficult in class - stress release - on average I spent 3-6 hours per week extra (PHf26-I6). She "did not always comprehend clearly the instructions" (PHf27-I6). Elsewhere she wrote: "Unfortunately at this time our library is very limited in Indonesian material BUT the web is good" (PHf30-I3). What does interaction mean? "Feedback. Understanding. Being able to clarify a problem immediately" (PHf28-I6).

Overall, Penny believes she has learned Indonesian through CALL "but I think I would learn better if I was to work with the student next to me as well. (My big problem is lack of confidence with my technical abilities" (PHf24-I6). Penny votes to continue using CALL in the course "because I can see that my lack of confidence is my only drawback. This is an exciting medium in its infancy which must be developed because the field of technology is opening up vast areas which previously have been only imagined as a learning tool. I feel that in the future this will be a worldwide medium for all aspects of education and that universities will be the facilitors of this method of learning" (PHf29-I6). She used the last optional question ("further comments or reflections") to comment:

> I like the web material very much but on a personal level I am particularly visually stimulated and I think that computers (and TVs) are primarily visual tools and that graphics teach with word association. If I want to read serious stuff I read a book (hardcopy) quietly to take in the material. I like talking heads. Where I can see the lips move/or movement to stimulate me. Sometimes heaps of written stuff on a screen is boring (PHf31-I6)

Penny faced serious personal challenges in her desire to learn Indonesian language and the configuration of computer hardware and software which was supposed to aid that endeavour.[7] However, her optimistic attitude allowed her to conclude:

> At the moment I feel that web-based material for language is in its infancy and that the future prospects in this area are absolutely exciting. Especially when technology enables us to be truly interactive with the program (artificial intelligence) (PHf16-M5). This is an exciting medium in its infancy which must be developed because the field of technology is opening up vast areas which previously have been only imagined as a learning tool. I feel that in the future this will be a worldwide medium for all aspects of education and that universities will be the facilitors (sic) of this method of learning (PHf29-M5).

Judith found learning Indonesian hard but persisted: "I really want to learn the language, speak and understand the culture of Indonesia" (JBf17-I6). She is a participant who began with a positive expectation of CALL and familiarity with computers: "I have used computers a fair bit and I am pretty confident with them" (Jbf9-I6). "I thought that it would be good to combine computers and language learning and I expected to learn a lot" (JBf10-I6). She considered "the Indonesian materials were layed out really well, but it took a while to get used to where things were and how to use them, like the dictionary" (JBf23-I6).

Yet many of her answers indicate an unsatisfying experience. Technical difficulties were a very demotivating factor for Judith.

> I don't like using computers for Indonesian, because my password was invalid for 3 weeks and people couldn't sort it out so I was getting behind as I had no access except through other peoples password. I didn't learn much and I found it a waste of time (JBf22-I6). [...] I get annoyed when you are unable to access the server and then I'd feel lost because everyone is just working on different things and you get unsure what to do (JBf27-I6).

"The web caused problems for me, I liked the access to a lot of information but there *was no interaction with others*, there were a lot of problems with the computers and I started to get really frustrated" (JBf16-I6) [italics added]. "Too much time was spent on computers" (JBf19-I6). "I spent hours every week, about 2-3 because there was an overload of vocab and I couldn't understand it and so I found that after I had studied I hadn't really learnt about

anything" (JBf26-I6). "Interaction to me is like discussion. I thing it is between people I don't think that you can interact with a computer so I found it hard to learn" (JBf28-I6).

There were some positive aspects:

> Sometimes, I shared a computer for 2 lessons with another person and I felt that I learnt better with someone to talk to, the other times I didn't learn much because I didn't like it. You need to be in a room by yourself so you don't get distracted by others (JBf24-I6) *[who are not studying Indonesian].* "It was good being able to access all the information" (JBf25-I6).

Would Judith support continued use of CALL?

> Yes, but only for 1 hour a week or 1/2 hour because it reduces your *interaction time with others* and I found them to be more of a hindrance than a help but you become familiar with technology and there is a lot of information that you can access (JBf29-I6). I think that the course was structured really well, there could be less time on computer because I felt like I wasn't learning as much as I would in a workshop. The extra classes were excellent. I think that they helped me the most. The availability of the lecturers was good because I could see them just about any time or they'd always get back to you if you left a message (JBf31-I6).

Judith's preference for, even dependence on, social education is clear in her repeated references to "interaction with others". In FL education, who can fault this approach? In education in general, at least in modern Western societies, the individual's learning capacities and initiative is valorised. Again, this need not be seen as a dichotomy; both social and individual meaning making are valid and necessary.

Dean, intelligent, much travelled, was motivated by his partnership with a woman of Southeast Asian background who was also "keen to learn Indonesian" (DTm21-I4). Dean had "used specialised computer packages for the past 15 years. Whilst I have no understanding of how the thing works I have no trouble using a variety of applications" (DTm9-I6). "In the age of multi-media learning I thought computers would be an effective learning device as they can incorporate sight and sound" (DTm10-I6).

Summing up his attitude to IT, Dean stated : "I think it is a good tool, however, it can be difficult to use when in a large class" (DTm16-I6). Time on the system outside regular classes

was "not enough, varied from zero to several hours a week" (DTm26-I6). He was "less motivated to try and spend extra time on the computer when I'm not sure if the network will be running" (DTm22-I5). The layout of the website Dean found "good, but should have quick access to dictionary without having to set up different window etc" (DTm23-I5).

Dean was motivated by being offered an "alternative to traditional classes" (DTm25-I6), "not really" ever feeling disoriented in the web materials (DTm27-I6). Does he actually learn Indonesian through the CALL materials? "Sometimes. It is a bit rushed in tutorials so I tend to forget what I have learnt very quickly" (DTm24-I6). This implies obviously that the task on the screen makes Dean feel that he must complete it in the 50 minute or double session unlike other students who appreciated using CALL at their own pace. Yet he votes to keep CALL in the course because "it is always available and you can return to spend more time at your leisure" (DTm29-I6).

Dean's concept of interaction is "being involved, actioning things and receiving feedback" (DTm28-I6). He has a dynamic ideal for a self-confessed lazy student.

Derek feels "comfortable and confident using computers" (DRm9-I6) and "looked forward to it" (DRm10-I6). Bearing in mind that Derek preferred "learning language in a social context, ie in a conversational discussion of themes and topics" (DRm8-I1) and disliked rote-learning (DRm11-K5), he found the CALL materials "a helpful adjunct to the tutorials (DRm24-I6). Derek thought "technical problems are inevitable when working with computers" (DRm24-I6), "the layout was pretty good, I thought 3 *[windows]* are probably too many to work with. I didn't much like frames" (DRm23-I5). Derek "liked being able to access the web-based material whenever I wanted. I also liked using the web-based material with others - it makes it more fun" (DRm25-I6). Outside regular classes, he spent on computers "about 3 hours a week. I would have used it more but I was too busy. I would like to be able to access it now from home on the internet" (DRm26-I6). He thought the sessions were well directed (DRm27-I6). Interaction for Derek means "that I get feedback from what I enter" (DRm28-I6). He would continue with CALL because "I found the web sessions valuable and fun and effective and liked working with others during the workshop" (DRm29-I6). Conscious of negative attitudes among some of his peers, Derek added:

> I think a lot of resistance to the web-based learning comes from our experience in Semester 1, which was, basically, 4 hours of tutorial instruction each week. I don't think computer aided learning can ever match that. But as

> an adjunct to tutorials and lectures I liked using the web-based materials (DRm31).

Derek is open to new experiences, has a fairly easily satisfied definition of interaction and an accommodating attitude. Derek is almost the perfect incarnation of the generalised student model found in much research writing. In real life, he is an intelligent, well-travelled, highly informed person but a somewhat passive participant in classroom interaction.

Joseph continued his Indonesian studies in the two years following this study and also studies Computer Based Art and Design. His motivation for Indonesian language studies and his attitude to computers *per se* then cannot be held as factors in the following, predominantly negative story.

> I have no problems using a computer, but I think they should be limited in use as a tool and as a reference and an aid in personal study time. Classes should be kept for personal interaction, after all a language is for communication between 2 or more people (JDm9-I6).

Joseph tells us he had no expectations of CALL "one way or the other" (JDm10-I6) but the picture soon changed.

> Before I started I had no preconceptions. The first lesson probably scared me to some extent with so much new vocab but I think that I can say unbiasedly that it helps me very little in the course situation. OK as a reference tool (JDm16-I6). I don't mean to offend BUT... less use of or no computers in the precious few hours of class. Sorry. (For me, can't speak for everyone) (JDm19-I6). It hasn't helped. Especially the large percentage of the precious few hours that are wasted (JDm22-I5).

He will grant that layout and navigation "have rapidly improved with each week. The latest are quite good. BUT still don't compare to a teacher" (JDm23-I5). Yet he cannot agree that he has learned sufficiently to justify the time put into CALL: "No. well... little more than I would from a book or by correspondence" (JDm24-I6).

An aspect that he appreciated was "being able to access it anytime to clarify grammar queries" (JDm25-I6). His time on computers outside scheduled hours "varied, when needed" (JDm26-I6). He felt lost or lacking clear direction "mainly when too much new vocab" (JDm27-I6) was presented. The term interaction/interactive to Joseph means - just one word - "people" (JDm28-I6). He would not vote to keep CALL as part of the compulsory course (JDm29-I6).

> I am very happy overall with what I have learnt for the year, although for the first 5 or 6 weeks when I was attending workshops I felt my learning stagnate and my motivation all but disappear. Upon attending 2 tutes all this changed for the better (JDm31-I6).

Joseph is referring here to an extra voluntary two-hour session instituted about halfway through the semester for those who felt in need of extra tutorial time or that the computer workshops were not advancing their knowledge sufficiently. About 7 or 8 students was the normal attendance and these students decided the materials for review or discussion.

Joseph will be forever remembered for two incidents (recorded in observational notes and research memos): the first was his banging his fist into the desk and leaving the lab one day after twice filling out a web form on which the space allowed was inadequate for his answers. The second was his unintentionally penetrating comment on the day when our lab was taken over by another class and the tutor arrived late. It was decided to simply go upstairs and conduct a "talkie tutorial" with the same materials. "Oh good!" said Joseph, *"I prefer some interaction anyway!"* The appropriation of the term word interaction by the computer world has not convinced Joseph nor did the CALL materials designed within this study.

Wendy almost characterises herself as an innovation resister: "I realise new methods have to be tried and this is the challenge for people like me" (WLf13-K5). In various responses she favoured more class time on pronunciation exercises (WLf8-I1) and declared that "reading and learning by rote is the way I do it. Also word association (the funny way my brain works)" (WLf11-K5). "Computers are a wonderful modern invention if you grow up with them... but old habits die hard. There is nothing to compare with human communication. Also eye sight is critical and computers are a stress on eyes" (WLf9-I6). "I expected it to be different. Computers do not answer questions" (WLf10-I6). "My attitude probably changed a little because I found I wasn't learning as much in workshops. Christina's workshops were great as she took time to make you pronounce the words correctly" (WLf16-I6).

With regard to the impact of technical problems, Wendy wrote: "Yes. No only makes it difficult for the timetable set by the lecturer but generally wastes time" (WLf22-I5). "I was impressed with the photos. The voice would be great for pronunciation if it was always loud and clear" (WLf25-I6). Of the layout and navigation, she responded: "I think that it is great. The student network (?) Technology is amazing but once again, takes time to get used to" (WLf23-I5). Does Wendy believe she actually learns Indonesian through the CALL materials? "Probably, but find I still have to write everything down" (WLf24-I6).

Wendy did not spend a lot of time outside scheduled workshop hours on the computer: "I did access it a few times but more than 1 (?) hour was too much" (WLf26-I6). She did feel lost or lacking direction when there was "no-one to ask questions" (WLf27-I6). Wendy defines interaction: "Interaction – two way communication – human communication – being sociable" (WLf28-I6). Wendy would not vote for CALL as part of the course rather than an optional extra. "No – because of reasons already given. But I qualify that. If Indonesian was the only unit I was studying, I would give more time to understanding CALL" (WLf29-I6). The last comment indicates Wendy does not accept the current wisdom that computers will invade all walks of life and corridors of learning. So, Wendy is not absolutely averse or closed to CALL but neither could she be called a convert. Wendy clearly likes people-centred learning, being sociable, a teacher who gives time and answers questions. She considers her established ways of "rote learning" and "writing things down" still work better for her than print-outs and online work. She is a mature person with a long-established base of self-knowledge and image of self-as-learner which merit respect. Yet being at university at her age (40-50), and studying a foreign language, implies she is open to change and challenge — if the changes can be shown to be advantageous.

5.3.5 Discussion of Findings

The following discussion focuses on four areas: 1. appropriateness of CALL materials ; 2. technical and design flaws; 3. interaction is intentional human-exchange; 4. contradictions and diversity of learner needs

5.3.5.1 Appropriateness of CALL materials

These learners' responses demonstrate their concerns and reflections on their own performance and on the learning package offered. There are some ironies revealed. Teachers strain to provide variety of learning platforms and modes of learning yet some learners feel, reasonably, that if computers simply present a greater workload rather than reinforcement of other aspects of the course, they would as soon not have that burden (CPf29-I6). This is a salutary reminder for CALL designers as for all language teachers to keep a stern critical eye on our curricula both for quantity of work proposed to learners and that its level of difficulty is appropriate.

Conventional wisdom has it that language materials should be carefully graded allowing learners – whether as a group or individually - to move through them deriving a cumulative benefit. The materials need to be pitched at a level with reinforcement of language already learned and a digestible amount of "unknown materials" – Krashen's i^{+1} (current

interlanguage plus something new and inductible). This measured approach would seem to provide security and step-by-step growth for learners. Such careful scripting or grading of language resources does not allow for exposure to authentic and unrestrained texts nor does it necessarily allow for variability of learner aptitude, learning styles, preferred activities or strategies, motivation and diligence. A certain degree of unpredictability calling on the learner to make educated guesses, to construct their own interlanguage system rather than always being spoon fed - or controlled - is useful to many learners. Others, at certain times, need more guidance. Aileen who rejected the web materials outside class "because the materials were often complex and I'd need help" advocates "simpler revision things as well" (AWf26-I6). For her, the web materials in this unit were pitched too high above her level of comfort. Ironically, instead of Computer Assisted Language Learning, for some students needing considerable teacher assistance, the experience became more like "human assisted computer learning". There are lessons here for CALL design – support mechanisms need to be plentiful and accessible and (Aileen is probably right) at least several different pathways through the material and activities may be needed to satisfy various levels of ability.

Such levels require research, development and trialing time and production funding to be of professional quality and this may move multimedia development out of the control of the teacher and back into the hands of anonymous commercial authors who do not know the learners. At least qualitative research may serve to alert the professional developers to the conceptions, reactions and frustrations of real students as well as providing insights for the 'barefoot multimedia' developer. The challenge for both as educators is to create smoother, 'transparent' interfaces and offer training which will make all learners comfortable with computers as a learning platform. Warschauer (2000) has recently suggested that computer usage be adopted as content for FL courses.

5.3.5.2 Technical and design flaws

The impact of technical difficulties on attitude can be felt in most questionnaire responses. These fall into two types: 1. the difficulties learners experience because of their own lack of familiarity with the keyboard, monitor, mouse, software interface; 2. failure of network delivery or software to perform without disruptions. The former require better learner training on use of the system and the latter require better software design and system troubleshooting.

Design problems were exposed in the delivery of the course and in some students' answers. Besides the sense of language overload in the early weeks, there was not enough personal assistance when participants encountered difficulties with computers or with Indonesian

language. Although few complained of disorientation or loss of direction, yet Denny's description of the website as "all quite bitty" points to a need for summative paragraphs, checkbox lists or a better site map to alert learners to what they have achieved and where they are going next. Interactivity, that "two way thing" (DCf28-I6), responsive feedback, needs to be improved to decrease the sense of static materials not much better than a book. These are practical design considerations and technological solutions. Do these student responses provide anything informative for existing CALL theory or new theory building?

5.3.5.3 Interaction is intentional human exchange

The respondents' critical reactions to interaction and interactivity provide interesting data for reflection. Probably it is a wholesome situation that the extravagant expectations of digital information systems and e-learning are balanced by detractors and sceptics, typified by Jan's negative expectations of CALL prior to the unit "because it's not the same as interaction between people and you do not get as much experience speaking" (JRf10-I6). There are many pre-proficiency, form-focus or extension activities possible with computer tools but for most of the participants in this study, to learn a language is to use that language in social interaction. It is unclear whether the teaching/learning approach of first semester (outlined in chapter 4) was highly influential on their attitudes or whether they came to the course, and stayed, because they already had a vision that learning a FL primarily means being able to converse in that FL.

These learners' conceptions of what FL learning is shows they consider it a very human mediated phenomenon, not something that can abrogated to machines. Penny began to think she "was wasting time on/with the computer and that perhaps the class participating environment was far superior" (PHf22-I5). Josie's expectations of CALL were for "the computer to add upon and reinforce what I have learnt in lectures and tutorials. As the acronym says, assist with learning. It is a supportive tool rather than the main source of learning" (JTf10-I6). Computers may store and present the code, texts and limitless, colourful cultural snapshots, all useful information. The responses of many of these learners, however, imply that the absence of intentionality in the "partner" makes even the IMM laboratory and its software just a place for sophisticated practice, a cognitive exercise gymnasium, not a field for genuine dialogic interaction.

Dean's concept of interaction is "being involved, actioning things and receiving feedback" (DTm28-I6). Wendy defined interaction as "two way communication – human communication – being sociable" (WLf28-I6). One interpretation of this (and the call for help,

pointers and feedback mentioned above) is that the author(s) of digital FL packages should not necessarily pursue an objectivist "look and feel" like the traditional academic book nor the lavish professional gloss of the publishing house. By letting through something of the personal stories, opinions, experiences and the humanity of the author and others (especially native speakers of the target language) in the multimedia texts, learners will have more of a sense of interacting with (the works and meanings of) real people. As Sean saw it, interaction means "face to face, the process of two people acting on each other" (SMm28-I6). What students value is 'human interest', feedback (even if simulated) and chatting with other people on the Web. When we use IT tools for CMC, we can say they are truly communication tools as evidenced by the few students who fell in love with webchat and email exchange).

It is surprising that not one participant described as motivating (eg under question 25) the creation of their own web page which was set as homework spread over three weeks and for which they could get considerable assistance. The researcher expected that this "learning by doing" in a novel medium should intrinsically motivate these language learners to view their Indonesian language writing as a project involving publication for a potential "real audience". The lack of clarity as to who that audience actually was and also the requirement that all HTML files could only to be put on the password-protected server via the instructor, not the students directly, detracted from the sense of ownership of the site. (This has been addressed in subsequent years and audience has also been addressed by partnership with a university in Indonesia.) [8]

5.3.5.4 Contradictions and diversity

Participants' tastes and preferences vary and conflict. There are some issues on which students differ significantly which can be attributed to their individual learning style and preferences. The question of time and pace gives some a feeling of freedom to complete things at their own pace and return at their own leisure, others (sometimes even the same student) feel pressured to complete activities within the time given, like Dean who felt "rushed" (DTm24-I6). Others like the security and structure of a set amount of activities in a set time (Margot). Yet others believe that unlimited time would still be not enough for them to achieve worthwhile learning through this computer interface, "a terrible waste of my time" (RLf29-I6). Dean would prefer little or no computer work "in the precious few hours of class" (JDm19-I6). While one student found frames cumbersome (DRm23 - I6), another thinks the scrolling dictionary at the side, enabled by use of browser frames, is good (PHf23-I5). One claims rote learning works for her while another finds it boring. Their perspectives on CALL in general are also diverse. Early expectations, based on different backgrounds, varied from "I

didn't even think about it" (MIf10-I6), "hesitance" (PHf10-I6), "not looking forward to it" (MGf10-I6) to "expectations [...] that it would teach me as much as I would ordinarily learn in a normal classroom situation" (NHf10-I6), "I thought it was going to give a good variety of new easy and exciting learning skills (LTf10-I6) and Denise's optimistic: "I thought that it would immerse me in language. That I could be an independent, self paced learner" (DCf10-I6).

Jan commented that "using the computers [...] you work it out yourself but it is helpful to be able to ask questions if needed. But I also like one on one and learn a lot from Christina and the way she explains things" (JRf29-I6). The "but" is significant. Like many of her class friends, she does not completely endorse or condemn but sees different value in both CALL and face-to-face teaching/learning. Melanie is motivated by the computer facilitation of "Individual learning. Being able to redo pieces not understood. Unlimited time limits" (MIf25-I6). "It encourages personal learning and there is a lot of information available to browsers that would not be if we relied solely on published material" (MIf29-I6) but she would approve of continued use of CALL "only if there was still the interpersonal class discussions" (MIf29-I6).

Melanie's analysis of the kinds of learning afforded by different contexts could be extended to a range of "personal", "interpersonal" and "impersonal" learning situations. This might be compared to dependent, independent and interdependent learning. Such a teaching/learning styles continuum might propose polarities from the "interdependent and interpersonal" learner who thrives on classroom interaction, the "independent and personal" learner who benfits from individual work on the web or with self-access materials while a "dependent and impersonal" learner would prefer a teacher-fronted, instructivist class, pursuing "objective" knowledge of language code, comfortable with standardised tests and nervous of interpersonal engagement. The present study supports Felder and Henrique's view that all people use many modes of information retrieval and meaning making but that "stress, frustration, and burnout may occur when students are subjected over extended periods of time to teaching styles inconsistent with their learning style preferences" (Felder and Henriques, 1995,28. Felder and Henriques, 1995, offer an excellent summation of "Learning and Teaching Styles in Foreign and Second Language Education").

It may be apposite to recall that it is not reliability and replicability of evidence that is sought in this data. It is not a psychometric or physiological study of brain function or language acquisition but rather an educational study of students' conceptions of knowledge construction in foreign language learning and in a computer enhanced environment. The participants'

perspectives as reflected in their stories of their lifeworlds and their impressionistic reactions to the questionnaire give us empirical data from the field. Even if experts consider these learners' conceptualisations crude or erroneous, yet they represent learners' lived experience and current epistemic knowledge which teachers and researchers must take into account.

5.3.5.5 Conclusion on CALL

These ethnographic insights from the field provide rich information for the CALL designer as to which aspects of computer usage were felt by learners to be of educational or motivational value, that is provided interactions or activities which coincided with (or expanded) their conceptions of learning and language knowledge construction. They also offer, in the learners' own voices, plentiful feedback on technical and practical pitfalls, demotivating aspects of computer usage and strategic issues a teacher will need to address explicitly with them before or during a computer enhanced course (perhaps educating expectations such that anxiety does not overwhelm language learning). They indicate new skills required of teachers in the CALL era, especially the need to judge the balance of more individual and personal exploration of computer mediated materials with "interpersonal class discussions" (MIf29-I6). As with audiolingual language labs, however, CALL will almost certainly not appeal to or benefit all students (or teachers) in all their diversity. It cannot be taken as a one-size-fits-all panacea. Any FL course design or theory building which claims to be learner-centred must attend to the diverse perspectives of real learners. Further interpretive discussion of findings on computer interactivity and interactive language learning follows in chapter 6. In section 5.4, questions of learner motivation and connectedness are considered.

5.4.1 Motivation

As summarised in the literature review, motivation, attitude, connectedness and the "affective filter" are all matters of immense concern to FL teachers - and students. When asked about methods, strategies or techniques, one participant in this study Leslie offered "Keep keen and motivated" (LTf18-I1MI). "Motivation is the key", declared Josie (JTf8_K3). This section reports learners' own perspectives on their motivation, what they think about their own feelings or dispositions towards language study. Question 20 asked:

"What motivates you to work hard on Indonesian? How do you motivate yourself?"

It can be seen that the two-part question actually gives respondents the opportunity to describe extrinsic motivation factors in their environment as well as their subjective impulses, feelings or attitudes. Question 20 can be seen as asking learners: "What's in it for you?" "What reward do you get?" Some students proposed feelings they liked in the experience, or feelings they wished to avoid (failure), others proposed activities they liked and others nominated aspects of the social or physical context. Pertinent responses from some other questions are also included. Statements here have been categorised under headings derived directly from the data:

i. personality or style of teachers

ii. social nature of classes

iii. a model of another achiever

iv. intellectual challenge, satisfaction and enjoyment

v. fear or failure, achievement orientation, proving oneself

vi. competitiveness with other students

vii. thrill of communicating with native speakers in country or online

viii. application of language to another domain

ix. computers as motivating factor

i. Personality or style of teachers

Three students nominated here teacher interactional style and personality as important for their motivation.

> The supportive enthusiastic environment of staff and students motivate most. The accessibility of Phil to discuss and help . (DCf20-M1).
>
> Phillip is also a good teacher and very approachable (MGf20-M1).
>
> Christina's friendliness/Phillip's wit and Susie's Webb area (LTf20-M1).

In answers to question 21 on the impact of others, participants proffered the same theme of teachers' qualities, approaches and interactional style (see section 5.3.2.) Enthusiasm, helpfulness, approachability, willingness to help and encourage, care for the students, wit and persistence, care for individuals and needs were all cited.

Denise considered Indonesian "the most friendly and interactive subject I take" (DCf21-I2). "Teachers willingness to help *keeps you interested,* " wrote Josie (JTf21-I2, italics added). Wendy found "the lecturer and tutors very friendly and helpful and *this inspires me to make an effort for them as well as myself*" (WLf21-I2, italics added). "Maybe *that's why I am so passionate about this subject* because you, Suzi and Christine keep it interesting," declared Elspeth (EHf21-I2, italics added).

No teacher wants to be judged to be a poor mentor or incompetent. The only problem with course success dependent on teacher personality, teacher as non-threatening facilitator, language teacher as performer, presenter, confidant(e), is that if learners come to rely on the teacher for help in all things, their own capacity to seek solutions and take responsibility for their own goal-setting, progress and satisfaction may be stunted. Teacher willingness to encourage connectedness through positive support calls for a sense of professional balance such that the teacher does not inhibit growing learner autonomy. Nevertheless, the crucial contribution of teachers in learner motivation and a host of other roles cannot be denied as acknowledged in the Australian government report "Language Teachers: The Pivot of Policy" (1996).

ii. Social nature of classes

Only two (2 / 22) students wrote in this section of peer support. It should be noted that much more detail emerged on the role of others in questions 21 (reported in section 5.3.2 The impact of others) and in question 13 (reported in section 5.3.4 Feedback and the role of the teacher).

Leslie described extrinsic motivators such as: "Study partners; fun entertaining and relaxed class; going out to the Indonesian restaurant for enjoyment" (LTf20-M1). Judith is clearly a social learner: "I am motivated by others encouraging me, by getting feedback which has

improved from Semester 1" (JBf20-M1). It is surprising that so few participants mention "others" as a source of their motivation, given that many of their negative perceptions of computer based learning experience were described in comparison to the warmth, conviviality and the exchange in face-to-face human interaction classes. Is the concept "motivation" over-worked and too tiresome for respondents to bother answering? Could it be they simply take for granted socialising with others in class and do not consider it to be a part of their learning (as reported by various scholars: "We didn't learn. We just talked")? It should be remembered that many responses in section 5.3.2. about "the role of others" did acknowledge that others' expectations can act as a kind of extrinsic motivator (DTm21-I2), as also do the "enthusiasm and humour" of a classmate (ACf21-I2), "people [...] having fun and enjoying [class,] going off track [...] talk[ing] about their own experiences of living and visiting places overseas" (SMm21-I2). Working with class friends (NHf21-I2), expanded opportunities for discussion on lecture topics (DSf21-I2), informal class structure (PSf21-I2) were also positively reported. "The class is always very relaxed, comfortable and talkative *which I find helpful to keep me interested",* wrote Aileen (AWf21-I2, italics added).

In that section also, issues of lack of confidence or trust in others, embarrassment and threat, "not wanting to look like a complete idiot" (EHf12-M3) during conversation or obligatory oral presentations in front of the class, were discussed. Two students though found any negative impact of others and subtle competition to be spurs to tenacity. Classroom relationships are a crucial part of the FL learning environment and the approbation of others and a supportive if small discursive community seems a crucial aspect of motivation in FLL.

At a time when collaborative or group learning are in the ascendant among educationists and peer interaction among students is seen as a critical variable in learning and cognitive development at all levels (e.g. Graham and Scarborough, 1999, 1-2; McKay, 2001), it is helpful for teachers to make explicit to learners the strategies and assumptions adopted on their behalf. This includes informing them of the acknowledgement by linguistics scholars over the last three decades of the massive role of "the social" or the inter-subjective (as opposed to the structural) in language acquisition and use, and of the implications of this in teaching and learning languages. Conversely, in the *ongoing dialogic performance* that is language teaching, continuous feedback from learners about the effects of social interaction on their motivation informs the profession of teachers and researchers.

iii. a model of another language achiever

Alison referred to the "memory of my father doing it at a similar stage of his family life" (ACf20-M1). Elspeth related that:

> It is easy to study when you really enjoy or are very interested in the subject. That's my motivation with Indonesian. I see you talking to Suzi and I want to be that good (EHf20-M1).

Just as children a few years older than themselves are a powerful role model for young children, so for adult language learners the fellow-foreigner successfully speaking a target language is a motivating model. This may be a significant pointer or endorsement for the sorts of image, sound recording or film materials included in CALL or other formats. (The TIFL Project materials, 1994, in fact, do use advanced students to interview native speakers and as interviewees on video. The family or fellow-British student going abroad is a common organising theme in many a foreign language textbook.) Real living models may be more helpful for learner motivation than abstracted theoretical models.

iv. Intellectual challenge, satisfaction and enjoyment

Nine learners offered responses centred on the intellectual challenge, satisfaction and enjoyment of absorbing and mastering the foreign language system. These answers are a reassurance to the linguist and evidence worth citing here in full.

> I like foreign languages. Once you know a foreign language, I feel through my own experience, you want to learn many more (MGf20-M1).

> My desire to learn a foreign language – my enjoyment of it (NHf20-M1).

> When I seem to be picking something up well and getting the hang of stuff (JRf20-M1).

> Wanting to understand and learn the language and also to pass (JRm20-M1).

> Fun! Life is often too serious. Interest. Words – I have always enjoyed trying to solve cryptic crossword puzzles (DSm20-M1).

> I generally just enjoy trying to work it out. My dictionary has been overworked! (WLf20-M1).

> [I am motivated] by concentrating on the final outcome - speaking another language (JBf20-M1).

> Understanding how sentences are constructed. Remembering and being able to use new words I have learnt (CPf20-M1).

Chloe's response (CPf20-M1) demonstrates the link between knowledge attainment and motivation. Constructing even difficult knowledge can be a natural end in itself, something these learners - in their words - like, desire, enjoy, are able to use, have fun with, solve problems with, concentrate on. These responses may be interpreted as expressions of the *rewarding* nature of self-empowerment, through the human urge to "take things apart", to decipher words and texts, "wanting to understand" (JRm20-M1).Yet personal factors in other learners may render the same learning tasks, materials, partners or environment less meaningful, unmotivating and therefore not promote learning. Leslie's opening word "Exams" (LTf20-M1) with no further explanation could imply that she likes the challenge or that she dreads failing.

v. Fear of failure, achievement orientation, proving to myself

Five participants explicitly mentioned "failure" in this response (examined again in section 5.4.3). Here the fear of failure is depicted as a motivation, a "positive anxiety". Nadine is an ambitious person in her career. In foreign languages, she motivates herself "with great difficulty. But I hate failing so that's my motivation" (NHf20-M1). She does not mention in this section the trip to Bali which so enhanced her sense of engagement and purpose. Alison also has an inner compulsion: "Not wishing to be a failure – or just scrape by – proving to myself I can do it. Justify the university fees and the trips down the Bruce Highway. Making it all worthwhile" (ACf20-M1).

Another male student, Dean, admits to this kind of negative motivation: "Motivation technique - fear of failure" (DTm20-M1). While Melanie's motivation seems to be linked to a belief about the social and cumulative nature of language learning.

> My motivation is from the fear of falling behind in the class. Once I have fallen behind in one section, the domino theory occurs. I am also motivated by the fear of failing (MIf20-M1).

Failure in its many dimensions is a theme deserving its own thesis. FL teachers well know that it is the frequent perception of failing which demotivates so many learners and contributes to their desertion of FL courses. Yet Australian schools are sometimes criticised for having abolished formal failure and thus destroying standards. Universities tend to hold tenaciously to the "objective", rigorous assessment that supposedly validates their

accreditation, almost compulsory failure for some students seen as a part of that rigour. How far teachers can free up the course and negotiate the goals and implementation of a course with learners is a political matter in each institution. On the personal level, it can only be asserted that when learners and teachers agree on the objectives in a FL course - however defined, however assessed - there is a greater likelihood that they can also more openly acknowledge any failure to reach the goals decided and owned together, work towards their attainment and overcome mismatches of perception and "them" versus "us" in institutional learning.

vi. competitiveness with other students

The opposite to the social aspect which motivates Leslie and others - "fun entertaining and relaxed class" (LTf20-M1) - is the desire to equal or surpass the achievement of others. "Doing reasonably well – keeping up with Elspeth" (ACf20-M1), writes Alison, perhaps jokingly. Sean makes no secret of his scores-oriented motivation:

> For this semester, to finish with a credit or higher (wishful thinking) to help maintain my overall GPA of 6 (almost), also to learn and show off to my friends and the fact that I never give up on anything (SMm20-M1).

Although various students exhibited signs of competitiveness, comparing marks for assignments, making vague complaints to the teachers about the advantages another has (e.g. incountry experience, an Indonesian spouse or partner), the spur of competition with others is not voiced in these responses as much as the "fear of failure" for oneself. In the classroom sometimes envy of someone else appears in gentle banter but rarely in overt antagonism. Whether competitiveness is actually a stimulus to put in more time on language studies, "to get ahead", is uncertain, not confirmed among this study population. It may be asserted that the elite status that FL studies held in previous generations no longer pertains or inspires competition.

vii. incentive of communicating with native speakers in class, in-country, or online

If structuralist grammarians would be gratified by the answers in section iv above, the proponents of communicative and intercultural approaches of the last three decades would approve of the following set. Seven students are motivated by holding in mind past experience, or the anticipation, of communication with native speakers of Indonesian. They exhibit strong "integrative motivation".

> My anticipation of being able to speak Indonesian, travel and share in a foreign language and culture. I am looking forward to doing in country study this is very motivating (DCf20-M1).
>
> I just am motivated! I have had a great desire to become a fluent speaker of Indonesian (RLf20-M1).
>
> Desire to learn the language. Interest in the culture. Personal contact with Indonesians (PSf20-M1).
>
> [...] to understand more clearly the culture of a country that I admire. If you make the effort to learn another people's tongue – I think that in itself reveals to those people in a small way that you have an interest in them. No matter for what motive" (PHf6-K2). I have a mental picture of Bali in my mind which I carry everywhere. This helps me always. Reading, watching programs on Indonesia - this always uplifts me and helps me to keep the goal ahead (PHf20-M1).
>
> To be able to communicate with Indonesian people (DTm20-M1).
>
> I really want to be able to speak Indonesian with my wife and be able to speak when I go over to Indonesia and read newspapers etc while there (DRf20-M1).
>
> The desire to become proficient. Knowing that anything less is a waste of time, except as a tourist gimmick (JDf20-M1).

Key words in these responses link them to motivation: anticipation, share, looking forward to, great desire, personal contact, a mental picture, uplifts me, really want to, desire. These responses confirm that communication with others of different cultural and linguistic background is a strong motivating purpose for these FL learners. It is also a validation of efforts to bring them into contact with native speakers as tutors, guests, penfriends, through in-country or online experience and for Lewis' (1993,39) claim that "nothing is more motivating than real communication."

viii. an application of the language learning

"Practical application. Having a purpose for the study of it" (JTf20-M1). Josie had ambitions to enter the Navy and Sean the Federal Police. Apart from general allusions to speaking with native speakers, few of the others hinted at very specific purposes or applications of their hard-won foreign language skills in question 20. Not all learners necessarily connect long-term goals with sustaining everyday motivation nor perhaps do all learners need specific,

utilitarian benefits as their source of "instrumental motivation". Social interaction with peers in class and with NS of the FL far outstrip utilitarian goals for this group of tertiary learners of Indonesian.

ix. computers as motivating factor

There is almost no mention of the web or computers in the answers to question 20 on motivation! One student recommended another site set up by one of our lecturers elsewhere: "Susie's Webb area" (LTf20-M1). The same student found "the chat line" (LTf20-M1) to be a motivating factor as did Denise who "loved surfing the net, chat sites, newspapers. Also I had several Email pen pals that was a great motivation" (DCf25-I6). The enormous boost to motivation and time commitment which webchat with native speakers brought to Margot was noted above (see *Field Note: Margot 10/9/97* and below in 5.4.4). Alison also found the online Indonesian materials "fun, entertaining, easy to navigate and an added dimension to learning Indonesian – makes the experience more interesting and allows me to work at my own pace" (ACf23-I5). She derived reinforcement of language learning, interest, a variety of media and exercises (ACf25-I6 and ACf28-I6). The sense of independent achievement through home internet access was a motivating factor for Alison.

However, there were many comments expressing dissatisfaction with computers, such as Maria's: "Although, I know that computers are "the thing" of the future, I would lose interest in learning any skills if it needed to be computerised" (MGf9-I6). Nadine, who stated that "being able to use the Internet" (NHf25-I6) was a motivating factor, "began open and willing but now I wonder about the value of it because I believe that this type of *learning requires much more self discipline and self motivation* and not everyone (myself included) is that way inclined (NHf16-I6, italics added). Leslie, as already shown, judged that "my attitude was good. But I have lost a lot of confidence" (LTf10-I6) with the computer system. Joseph's reaction to CALL was bleak: "I felt my learning stagnate and my motivation all but disappear" (JDm31-I6). For too many of these participants, the particular CALL experience of this study had a negative impact as concerns motivation. Findings on computers and motivation are further discussed in the section 5.4.3 (also, refer to section 5.3.4).

x. Discussion

One respondent had no ready answers as to what motivates her when she is learning a foreign language, Aileen's bemused: "I don't really know" (AWf20-M1). It is probably true that for all learners, motivation can wax and wane, can sometimes be exposed to conscious and explicit awareness and sometimes just be a feeling of satisfaction or desire to succeed that is

difficult to define. "I just am motivated," wrote Rebecca, the psychologist (RLf20-M1). The opposite is also true: learners may lose interest for reasons not entirely clear to themselves. For FL teachers, though, the attempt to continue to understand learner motivations and what may produce a sense of connection with the field of study is vital to the progress of students, validation of the teaching/learning approach they construct , and for the welfare of their discipline. Alison stated bluntly that there are limits to motivated effort:

> *I want to enjoy the experience* – I do not wish to find it produces stress or anxiety. Once that happens I will abandon the unit. [...] I am *delighted to work hard*, however, do not intend to make uni my only consuming interest" (ACf11-K5, italics added).

It is interesting that little in the responses focuses on task or activity type or task characteristics, given the importance teachers and researchers have placed on task definition. Josie's response comes closest: "I learn better if there is a practical application. If I was in a situation where I had to use it then I would learn quicker. (motivation is the key)" (JTf8_K3). The lack of focus on task, activity or strategy in connection with motivation may point to a need for better teacher explanation of the justification for particular tasks or activity types.

The dimensions of motivation generated by the learner data above offer a base for more grounded CALL design and further research on issues such as:

- the design of culture-infused programs which allow the learners to experience language cloaked in the sights, sounds and thoughts of the TL communities, as Denny suggests: "to study, travel on line in the country ie to be immersed in the country and exposed to the language and culture" (DSm8-I1); to "uplift" them and help them keep the goal in mind, as described by Penny (PHf20-M1).

- embedding some of "the human touch", interaction with the personalities of teachers and peers of face-to-face classes, into multimedia texts and computer networks and taking advantage of CMC's for real interaction with native speakers

- is it possible to tap more into the competitive motivation and intellectual challenge through better games-like design of language programs? Is it desirable to try, given the effort and expense?

- is learner motivation an unavoidable responsibility of the language teacher?

5.4.2 Security, anxiety, self-confidence

In chapter 2, literature about self-image, self-confidence, security, threat perception, ego-risk and anxiety in learning and in language learning was reviewed. Nothing is more personal than an individual's motivational disposition. In education systems, personal factors in learners interact with standards based languages and assessment policies, teaching approaches and behaviour management styles which may inhibit and direct students physical, verbal and even mental activity towards prescribed linguistic behaviours. This is often at a terrible cost in learner motivation and opportunity for learner empowerment. In the present study, as in any other formal educational setting, planned learning situations and experiences were proposed to students and some students found these discomforting, frustrating and anxiety-provoking. Learner perspectives on anxiety may offer helpful evidence for development of motivation theory and for the practice of instructional designers and teachers. Question 12 of the questionnaire enquired:

> What things most produce anxiety in you when learning another language?

The results along with data from other questions and other site sources are presented and discussed below. A categorisation based on themes and factors inductively derived from within the data is offered.

i. Cognitive overload

These are only four responses from question 12 indicating the sense of being overburdened by too many new lexical items or too rapid a pace of progress (but the same point has emerged repeatedly in earlier quotations).

> I would like to be able to increase the vocabulary at my own pace. Loaded with vast words and not being able to put them in context (grammar) would induce my anxiety (MGf12-M3).

> The unknown. Not being able to keep up. Not knowing something properly before continuing on (NHf12-M3).

> Too much new vocab in one slab. I need familiar vocab surrounding new vocab (JDm12-M3).

> Big blocks of new material which is used in class before I have had the opportunity to read beforehand (PHf12-M3).

All of these are legitimate perceptions of well-disposed students. The conundrum of differential abilities, pace, learning needs and styles will probably never go away from institutional, class-based learning. These students need reassurance that their concerns are heard, coping strategies proposed or the course adjusted. Their motivation is almost certainly linked to their sense of connectedness to the teacher, peers and the learning endeavour (see next section). To know that learner concerns are accepted in that environment, that dialogue and adaptation is possible, that the course is not entirely uni-directional and linear, should make for a more humanistic and learner-centred FLL milieu. Thus, Aileen's appeal ("It might be better if the computer had simpler revision things as well, to be able to read everything in a unit would be a boost" (AWf26-I6)) was acted upon in later website development.

ii. Potential for embarrassment in active approach

Despite a prime goal being oral-aural competence, in the process of developing that competence there is frequent potential for ego-risk and embarrassment.

> Orals in front of the class are not good for some people's confidence levels. I have had to do orals many times in high school and it did not build my confidence, if anything it depleted it (JRf8_K3).

> "Speeches in exam time"(LTf12-M3). "Oral presentations!! Being put on the spot in conversation tutorials – even if I know the work my thoughts go blank. I hate these situations" (ACf12-M3). "Giving speeches in Indonesian" (JRm12-M3). Patrick dreads "Being answered! And having to respond. Though that just improves with contact" (PSm12-M3). Chloe also states that the most anxiety-provoking aspect for her is "Speaking. I can read and understand text very well. I can understand with limited ability hearing the language" (CPf12-M3). "Practice without feeling stupid", responds Dean (DTf8_K3). "Making mistakes in front of the class makes me shy about answering questions or inputting into discussions" (JBf12-M3).

"Feeling stupid", "shy", "thoughts go blank", "dread". The responses above are a reminder to proponents of communicative approaches that not all students are confident extroverts. While one student (EHf8-K3) offered feedback that it is precisely the language deployed in a class oral presentation which she can always recall later, here several students express their anxiety about this task. This can create a dilemma for the teacher who insists the learners are to progress in similar manner at roughly the same pace through a common course - and is that not most teachers? Attending a structured class situation rather than a self-access or distance

course does not guarantee that all students can equally participate or cooperate in the social discourse of that class, including whole-group interaction in the FL. Clearly options (negotiating alternative pathways such as frequent pair work or assessment tasks, delayed production tasks or even to opt out of certain aspects of the course) may be offered. Learners have personal histories, abilities and disabilities, human frailties and idiosyncracies which some theorists find difficult to accommodate in neat models; the teacher negotiates with them daily. It is difficult to avoid the interpretation that imposed standards and theoretical models must be balanced with negotiated curricula that will empower students by helping them feel successful, not stupid, sociable and connected rather than shy, and confidence rather than anxiety. It would be hypocritical of the FL teaching profession to embrace cultural diversity and tolerance in society but suppress diversity in classes.

iii. Lack of comprehension

The sensation of being lost in a sea of foreign words, sounds and elusive meanings is common to foreign language learners. An instructed situation is meant to alleviate this anxiety and foster coping strategies to reduce uncertainty. Aural comprehension is regarded widely, since Krashen, as a cornerstone of language acquisition. The following six (27% of questionnaire respondents) comments all allude to incomprehension as a possible cause of anxiety.

> When I am asked a question in class and I don't know what is being said (LTf12-M3).
>
> When asked a question and I misunderstand. Understanding when spoken to – not wanting to look like a complete idiot (EHf12-M3).
>
> When I know that you are going to ask me a question while you are lecturing. Not that I mind. Keeps me on my toes (SMf12-M3).
>
> When I watch the Indonesian News on SBS and I can't understand what they are talking about and when I try and read a newspaper and I have to look up words in the dictionary all the time (AWf12-M3).
>
> Reading something in which there are too many words I don't understand and I feel hopeless and sometimes stressed. That is when I feel I need someone there on the spot to help (DCf12-M3).
>
> Lack of listening skills. I have more patience in coping with the written word – in my own time and at my own pace. Lack of vocab is sometimes frustrating, but

> ultimately exciting as I find new words and phrases – often followed by frustrations when I don't remember them (DSf12-M3).

Reading is a way of slowing down the flow of language, a more stable and reassuring text than the spoken word (see Kramsch, 1993; Lewis, 1993). Yet for others it just represents slabs of unknown script requiring hours of laborious and demotivating dictionary work. These responses indicate a need for teacher flexibility, negotiation, to *educate expectations* (e.g. of the first year student who expects to understand television news) through dialogue, and to devote time to reading strategies (DCf12-M3). This crucial area of FLL, learner comprehension especially in spoken interaction, requires teachers to know a wide range of strategies and to expect to apply or offer then differentially to different learners.

iv. Computer illiteracy

Computer induced anxiety was discussed in the previous section. Only a few students mentioned anxiety provoked by computer-related problems in question 12.

> Computers! Nothing else. I enjoy the process as one of enjoyable challenge (RLf12-M3). ... a lack of confidence in technical skills (or computer) (PHf12-M3). (See next section, 5.4.3).

v. Doubts about oneself and one's own capacities

Many linguists (e.g. Lewis, 1993; Lo Bianco, 2001) refer to the close link between language, self and identity. If FL teachers are to avoid infantilisation of content and approach by using materials and themes with which mature learners wish to engage, there is the counter risk that some learners will begin to doubt their own competence as communicators, learners or thinkers.

> Lack of confidence in my ability. I find most things in life simple, however often when it comes to testing (not necessary for marking) how good I am, I always seem to come out average or above average. There is something (which I cannot find) that stops me from being very good. This in turn causes frustration reinforcing lack of confidence (JTf12-M3).

> The thought that I am behind everyone else when they can pick up a concept almost if not straight away. That I won't be able to remember the words when asked (JRf12-M3).

> The oral aspect although I'm very keen to master it (WLf12-M3).

No knowing every word. Also learning the words in a way which will keep them in my head worries me (MIf12-M3).

I don't seem to be able to read out loud and comprehend at the same time (even in English) and a lack of confidence in technical skills (or computer) (PHf12-M3).

Try to remember words when I am speaking or writing (DTm12-M3).

Exciting as I find new words and phrases – often followed by frustrations when I don't remember them (DSf12-M3).

Feeling like I haven't done enough preparation (DRm12-M3).

vi. Discussion

Derek may have put insufficient time into preparation; he may need more time than others; he may make poor use of study time, losing concentrating or not organising well. These responses recall another section (5.2.5) in which metacognitive awareness was discussed. This kind of scrutiny of one's own brain and mind functioning comes close to an analysis of self, rating oneself as a learner against others. On the one hand, it may be concluded that each learner has his/her innate abilities and limitations and must work towards optimising their achievement. On the other hand, one's self-image as a competent adult - especially in a tertiary educational setting, especially in the Information Age - is not far removed from concepts such as intelligence, information handling, analytic and communication skills. Although all students have other lives, concerns and other measures of self-worth outside their academic lives, yet as individuals and students, their self-esteem, confidence and self-validation must be in part reliant on successfully attaining their academic goals. If success breeds success, as the cliché has it (and see, e.g. Lewis, 1993, 65) then *probably perception of failure* breeds self-doubt and resentment of the field of study which leads to perceived failure. Ironically, "fear of failure" was nominated by three participants as a motivating factor in section 3.4.1. A learner may doubt his own memory or her ability to analyse or understand (say, grammatical rules). While FL teachers may contend that FL learning is not beyond the ability of most students, those who drop languages often report it as being "too hard". This disjuncture of perceptions is a key area for research for Australian FL studies (see the standards debate in BABEL, Vol. 36, No. 1, 2001) and should be a perpetual source of discussion in classes. The crux of the matter is who sets the goals which learners succeed or fail to achieve? Do their perceptions have any role in determining those goals? Do externally derived standards cohere with learner perception of FL knowledge, interaction and

motivation? If not, the whole FL enterprise is built on an illusion of systematicity without accounting for massive variability.

In this study, there were students with enough self-confidence to assert that the new vocabulary load imposed in the early online passages was too demanding. Combined with having to learn the functions of a new technology, in a network setting that occasionally failed them, they had the self-possession to defend their self-image as competent learners and to negotiate adjustment to the course. Attitude and self-image determine much. Rebecca perhaps enunciated best the attitude most teachers would wish for in their students: "I enjoy the process as one of enjoyable challenge" (RLf12-M3).

Can any generalisation be made at all about FL learners, or a model proposed of THE learner, when such heterogeneous, even contradictory, statements come from the one group? One student likes a situation that "keeps me on my toes" (SMf12-M3) while another dreads "Being answered! And having to respond" (PSm12-M3). It is not unthinkable that any one student could give opposite reactions to the same learning experience at different points in time. For every activity or task, there is probably a learner who objects to it or finds it an intimidating experience. Some learners love drama in class, others abhor it. Do teachers simply shrug and resolve that "you can't please everyone" as Joseph suggests, and Melanie supports:

> If student needs etc were always taken into account, a degree may not mean as much. If you try to please everyone you will finish up pleasing no-one (MIf13-K5).

Can university teachers cater differently for every individual? Or do teachers offer variety, choice of tasks and a certain autonomy (e.g. more self-paced rehearsal for those terrified of not comprehending) precisely to attempt to motivate everyone and allow them to find their own connections (a central message of the constructivists)? Theory and these learners' own testimony from their experience would seem to favour a pragmatic compromise, a spectrum of democratisation from which to negotiate the course.

Nadine's bald statement of the cause of her anxiety: "the unknown" (NHf12-M3), is a valuable reminder that all foreign language study thrusts learners into a totally unfamiliar and insecure milieu. Unlike any other learning domain, it makes a hindrance of their greatest cognitive tool, their first language. Not knowing is par for the course; uncertainty and ambiguity pertain throughout the course. FL teachers hold that it is precisely this dislodging of the familiar linguistic and cultural framework which is valuable (see Hawkins, 1981) and ideally leads to cognitive and cultural flexibility and transformation. This is yet another issue in which

explicit awareness raising about the linguistic knowledge learners already possess and learning-how-to-learn strategies should make them feel more secure and confident. Online readings and discussions about these factors could also be beneficial.

The responses above indicate six key areas where FL and CALL educators need to be sensitive to the potential for anxiety and to address these areas in their course design and delivery. If the course is construed of tasks, then Leslie's response on methods (LTf8-K3) holds some useful tacit allusions to the issues of task appropriateness, anxiety, self-image and active, experiential learning:

> I think by making work seem fun. Not threatening or embarrassing. If you don't know a specific work or words go on to something you do know and feel *comfortable* with or if asked a question and you don't know, *feel free* to say anything as long as you say something. Grammar lessons need to be more *fun* than in previous and *more time doing than listening to how it should be. Hands on* work would be better for me. Made more simplistic and reinforced with simple and fun examples (LTf8_K3) [italics added].

5.4.3 Computers, motivation and anxiety

Much of the computer-related material for this topic has been presented in sections 5.3.4, 5.3.5 and 5.3.6 where learner perceptions of computer interactivity were discussed. This section offers a summary interpretation of learner perceptions of motivation (and anxiety) in CALL. Recall Penny's comments:

> I feel that I cannot take in too much knowledge - ever. *Unfortunately at this time our library is very limited in Indonesian material BUT the web is good*(PHf30-I3)*

Penny demonstrates great motivation to learn and an openness in a mature person to new media and methods of learning. She came to this course already with a strong sense of connection to Balinese art, a desire to know more about the culture which gave rise to it and to communicate with Balinese people and artists. This keeps her committed and makes her tolerant as she assesses different methods and media for their use, effectiveness or fit.

However, it was the computer based section of this course which clearly gave rise to the most discomfort, anxiety and even angry reactions, as reported earlier. One interpretation is that these tertiary students (both the young and the mature) in 1997, employing computers for the first time as part of learning another language, are a transitional generation who were not

brought up with computers at school, work and home. Another interpretation is that the design of the particular modules for Indonesian language learning would have benefited from better trialing before implementation to increase the likelihood of task and language fit. The networking system at the particular installation brought its own delivery problems and disruptions to smooth use. Despite positive and even delighted feedback from some participants, there is an inescapable finding that others found this particular CALL experience a "waste of time" (JBf22-I6), frustrating and demotivating (see previous section and section 5.3.4), the very opposite of what the commercial and educational enthusiasts claim and predict. Natalie began open and willing but eventually doubted the value of it, admittedly "because I believe that this type of learning requires much more self discipline and self motivation and not everyone (myself included) is that way inclined" (NH16f-M3). Denise, by comparison, reported that some problems frustrated her but did affect her "long term attitude to computer based learning. I actually enjoy learning how to overcome these problems" (DCf22-I6). These two reactions stand in almost total contradiction.

The practical impact of these research findings is that all these learner perceptions feed into an iterative reworking of the CALL materials and continuing efforts to understand what common ground and diverse activities can be found which motivate as many learners as possible. A resource rich, acquisition rich, environment which makes online contact with native speakers (NS) a part of the course (see http://intranet.usc.edu.au/ wacana/usc_uns/) is now in place.

Most students enrol in FL courses "open and willing" and probably bring that same disposition to initial CALL experiences also. The challenge for researchers and teaching practitioners is to create and negotiate a FLL and CALL approach that does not quash learners' self-perceptions and turn them from open and willing beginners into disappointed FL dropouts and demotivated CALL users who doubt "the value of it". This study points to *sense of connectedness and community as a key factor* in that approach. The next section analyses learner perspectives on motivation and connectedness.

5.4.4 Connectedness - integrative motivation

Relationships with others (teachers and peers in the class) are a significant factor for foreign language learners "since the purpose of language is the communciation of meaning" (Lewis, 1993, 88). Much in section 5.3.2 is relevant to the topic of connectedness but need not be repeated here. It demonstrated that fellow feeling with peers in the group is seen by some learners as at least a strong influence, if not a prerequisite, to their language learning. Relationships with the target language community are an aspect of connectedness not yet

fully explored in this study. This study looks for factors which encourage a sense of connectedness with foreign language studies, the group of peer learners, the target language cultural world and with FL native speakers. Such factors promote an integrative motivation, leading learners to some sense of identity of interest with their fellows in the class and with the "others" whose language they are studying. Factors which inhibit this community of interest also need to be examined.

In the participant questionnaire responses, there are many references to visits to Indonesia and the desire to communicate with native speakers (see quoted in 5.3.1) These learners of the late 1990's - who already have two native speaker tutors - see it as quite reasonable to expect or urge that "native speakers", "Indonesian visitors", "guest speakers" and "personal contact" be provided for their language learning. Perhaps this may be interpreted as a sign of globalised communications and the ease of international travel, at least for "economically advanced" countries. What in previous generations had to be deferred for the future, may now be delivered to the door or the desktop - immediately. There may truly be a role for computers in their ability to overcome not just distance but also time (e.g. via email exchange, webchat or collaborative websites). It may also be that attention to others living in the present is more motivating than the traditional focus on history and classic literature: "Talks about current affairs in Indonesian – visiting speakers" (RLf18-I1)

The "contemporary, interaction-oriented" approach (promoted by Marriot, 1991) may appeal to many learners motivated to know the target language community directly. As their knowledge deepens, some will come to appreciate the need for an understanding of the past, perhaps by organised study. This is not a finding from these results which can be generalised to the population or to a universal theory. As in other sections of this study, the results indicate diversity of perspectives. What one person connects to at one moment, another finds tedious or repellent at that time.

Margot who did not complete the questionnaire but volunteered for a tape-recorded, in-depth interview had a most positive experience using the Internet to make connection with native speakers. Webchat taught her about Indonesian cultural sensibilities. That personal contact and communicative success motivated her greatly (*Researcher Memo, 21.8.97*). A couple of months later, she mused: "Without the Chat groups I wouldn't even be a PASS student" (*Field Note: Margot 30.10.97*). Margot found regular classroom interaction not always to her liking. She evinced great motivation to succeed in the discipline but some difficulty coming to grips with the grammar, with vocabulary retention and also in guided conversation (teacher directed conversation in class). "My greatest frustration is that my enthusiasm far exceeds my ability"

(*Field note: Margot 22.1.98*). Margot found the slower pace of webchat (keyboard conversation) suited her, allowed her time to consult dictionaries if needed and to compose replies. Her motivation was boosted enormously by the successful experience of communicating with native speakers who had no connection to the class and no classroom agenda. Margot's questions to the webchat participants set the agenda as well as their curiosity about her. Their message exchange was as naturally purposeful and realistic as Native Speaker (NS) interaction can be with a novice non-native speaker (NNS). As noted in chapter 4, she found this electronic chat helped her summon up language items she was not aware she knew, her dependence on the dictionary gradually decreased, she experienced the "abbreviations and all sorts of slang" used by the Indonesians, enjoyed jokes and banter with the chat site members and was able to detect one subscriber using a pseudonym through his written style.

> A group of about four of them know me. They know my limits. They asked should they call me Ibu[1]. I said No. They give me stuff. They call me 'the spy from the West'. Every 15 minutes or so, they'll check if I'm still there when I'm in my quiet 'listen in' mode. They ask if I am uncomfortable when they talk in dialect. They give me Muslim prayers, pantun[2] and philosophy. They tell all about themselves, one was a giant in the Ramayana[3] play. They give me children's songs. I don't ask for anything in particular." (*Field Note: Margot 30.10.97*).

Webchat provided a very positive, motivating experience for Margot, one which she organised and undertook largely autonomously.

In question 30, which enquired about dependence and autonomy, many students gave answers about what they would like to do ("able to choose my own vocabulary at my own pace", MGf30-I3; "I really like study partners. I like the chat line and I like the way the books are set up", LTf30-I3). Is the simple answer to motivation, give learners what they want, as some scholars seriously posit (e.g. Lewis, 1993)? Why else is so much research conducted into learners' preferences and "preferred learning styles" (e.g. Cincotta, 1998)? Many a despairing foreign language teacher in English-dominant Australia might be inclined to try this strategy, e.g. in schools to construct a syllabus around "fun and games" or in university to soften the challenge, delete all literature study, not press too hard for high proficiency attainment, provide the "someone to instruct me and guide" (NHf30) at all times in a safe, teacher-directed, teacher-motivated course. Lived classroom experience is rarely so black and white as this may suggest. Despite the dullest days in class, it is a false dichotomy to think of integrative motivation and enjoyment at one end of a spectrum and autonomous or rigorous cognitive effort linked with demotivation at the other end. Initially, almost all students evince

a desire to achieve, to set defined goals, to expand their abilities, to meet "enjoyable challenge" (RLf12-M3), such as Leslie:

> I like framework because I have a set pattern to set my goal towards for a set period of time without flitting from one place to the next. [...] I also like knowing we can get help while taking the challenge of learning new language (LTf30-I3).

This indicates a desire for both guidance and framework as well as the autonomy to pursue individual goals. This learner acknowledges interdependence. Question 30 yields many insights into what *goals these learners are motivated to achieve*:

> Once I understand I know what we are to do I work independently and in fact enjoy being up-to-date if not ahead of the program (ACf30-I3); the enjoyment factor makes me prefer lectures and tutorials and contact with other people (DCf30-I3); I need instructions, lecturers, and tutors. I am self motivated enough to study and learn with self direction (CPf30-I3); I enjoy puzzling this point with help of dictionary and assorted references and direct communication whenever face to face is possible with native speakers etc (DSm30-I3); I really enjoy getting into my books (EHf30-I3); I am a good well motivated independent learner. I learn best within a structured framework (RLf30-I3); I have no problem studying for the preparation of tutes, but in the actual clarification or rules and pronunciation I need teacher interaction (JDf30-I3).

The things that make students doubt their own abilities (perhaps rightly so) or dim the motivation to persist are reflected in these answers.

> I am not good at directing myself because I have poor time management skills (AWf30-I3); am not yet totally confident with my knowledge (EHf30-I3).

Section 5.3.4 showed that the anxiety and disruption to orderly progress caused by lack of computing skills, computer software and networking problems, had a direct, demotivating impact on some of these students. Lack of structure or clarity of goals makes for insecurity. While many linguists allude to tolerance for ambiguity, for allowing the *interlanguage* to emerge and evolve over time and through experience, learners in any course usually wish to be "clear on what is required" (JTf30-I3).

> You have equated liking structured framework with being a dependent learner. This is a false assumption (RLf30-I3). I personally need a structured system in order to learn. Language is also a subject which I can't teach myself (MIf30-I3). I

> think I pretty much need my independence as well as help. I only really like help when I ask for it though (JRf30-I3); I believe that it is important to understand requirements, otherwise you just aimlessly walk off in a different direction) (JTf30-I3); I like to be given clear instructions as to what is expected from me and then I take it from there (and fly) (PHf30-I3).

The most ardent constructivist or proponent of learner autonomy will endorse Judith's statement following and her realistic appraisal of institutional learning:

> as I have only been learning Indonesian for 1 year I really need a framework to follow. However, at times I study what I want to. However, you have to follow the framework to pass the course (JBf30-I3).

And again, some students are prepared to admit that, like teachers, they have their "off times" when they simply wish to be told what to do, their troughs and peaks of inspiration.

> I am independently seeking to understand, practice and identify for my individual use. But sometimes a little lazy and lack motivation (PSm30-I3); If I am not expected to do something I simply wont do it enough (DTm30-I3); Very dependent on instructions of lecturer/tutors. But quite happy to also study at home (WLf30-I3).

While extremes of indolence or dependence needs to be addressed, no educator is likely to censure students who admit to needing others to assist their knowledge construction or even to provide extrinsic motivation for them through expectations. The same educator may have in the same class another student who believes: "I also don't do well when I am pushed" (JRf11-K5).

5.4.4.1 Discussion on connectedness and connectivity

Do these results identify factors that promote an integrative motivation, leading learners to some sense of identity of interest with their fellows in the class and with the "others" whose language they are studying? Did Margot show us the mechanics of connection (connectivity) in the digital age or something about *feeling connected*? Did webchat actually promote her language acquisition ? Online chat is not of itself a guarantee of proficiency development, engagement is not *per se* learning.

One major disincentive which inhibits sustained motivation, connectedness or community of interest is lack of fulfilment of learner goals. This may occur because of factors internal to the learner, curriculum factors and social environment factors. In all of these the teacher has an

influence: in setting and negotiating goals and objectives and choosing methods which take learners' preferences into account; in *both respecting and educating the expectations of learners*; in providing learning and communications strategies training; in managing a positive, cooperative and empowering learning environment; in seeking to create opportunities for FL learners to use their growing language resource in real communication in the classroom and with others outside. Teachers can, as far as institutional culture allows, be tolerant of a great diversity of approaches. Margot who felt inhibited in class did not formally "learn" as much Indonesian as was hoped by the lecturer but she "acquired" beyond all expectations linguistic, cultural and intercultural knowledge through her personal experience of webchat community. Her connection to that transient community has led her to much deeper study of Indonesian after the study period reported here[4].

Lewis (1993, 23) reminds us that desire for connection or identity with the TL community cannot be taken for granted. However, there is a link between motivation and connection if connection to student peers, teachers, FL-speaking others or to the field of knowledge, leads to *fulfilment of personal goals* (whether instrumental, informational, intellectual, skills-oriented or emotional), fulfilling interactions and relationships, or a sense of transformation and empowerment, however modest. *Fulfilment of purpose (individual, shared and even unexpected) is as much about perception as about measurable achievement.* The FL teacher's primary job lies in the dialogical and rhetorical task of constructing a discursive framework wherein heterogeneous purposes may be fulfilled in a collaborative and connected learning community, where security and creativity may both be fostered in a curriculum of possibilities.

5.4.5 Attitudes to future language study

A highly motivated learner is more likely to continue study of a FL. The questionnaire did not specifically ask about intentions to continue languages study. This section is rather speculative but well justified by anthropological convention[5]. Goals by their nature are future-oriented concepts. Much learning is premised on future application in "real life" use. When learners study other languages, they are often asked to hold in mind a long-term goal, to delay gratification - to first amass knowledge, however defined - in pursuit of reward at a later date: fluency, literacy, ability to communicate with native speakers, future travel in the target language community or vocational advantage. Hawkins (1981) wrote of perpetual rehearsal and never a performance, a future that never arrived. Disillusion with this chimera, or disinterest in it, may be one reason for poor languages candidature numbers, one that online connection with the target language community could possibly alleviate.

It is highly relevant to investigate if these twenty-two respondents to the study questionnaire accept the arguments that

- second language knowledge is intrinsically worthwhile,
- it is commendable to go through all these months or years of FL mediated interactions
- their extrinsic motivation should be focussed on life enhanced by foreign language proficiency and the glittering prize of a future career.

The respondents to the questionnaire are but 22 out of only 33 who completed first year Indonesian in a campus student population of nearly 2000. These statistics speak for themselves, it may be concluded. Foreign language studies are selected by only a tiny minority of Australian tertiary students. The rest are not motivated to acquire that knowledge. The majority of university learners can envisage no future gratification or practical reward commensurate with the years of strenuous learning required for high levels of proficiency to be attained? These learners who are in a foreign language class (and obliging enough to fill in a research questionnaire) are operating against a strong coercive pressure - swimming against the current of their entire society - with no certainty that foreign language studies and Indonesian language skills will mean anything in their future lives.

Leslie's seven mentions of the word "fun" (LTf) in her written responses suggest that she, a mature learner, wishes the existential moment in class to be its own reward. The interaction in class with fellow learners and teachers, or the interaction with learning materials such as multimedia or the Web, had better be gratifying then and there for motivation to be sustained. Ten other instances of the word "fun" occur in other responses, Alison for example finding the web-based learning "fun, entertaining, easy to navigate and an added dimension to learning Indonesian – makes the experience more interesting and allows me to work at my own pace" (ACf23-M4). She also mentioned "fun" when asked about expectations: "I expected it to be fun, challenging and stimulating, colourful" (ACf7-M4).

When people use the word "fun" or "enjoy", they are usually indicating they feel pleased or gratified which often implies motivated to continue that experience or activity. Nadine was feeling motivated when she wrote: "Yes. At the commencement it was just another language and now I really love it and enjoy it" (NHf15-M4). The word "enjoy" occurs thirty-nine times in the written responses. Do these terms fun and enjoy imply they are - or wish to be - personally and positively connecting to some experience in class (probably not a monotonous didacticism nor a CALL beset by technical difficulties)? Can this be interpreted as a

generational shift away from conformist acceptance of the authority of the expert and established knowledge towards, at worst impatience and demand for gratification, and at best more use of critical faculties by autonomous thinkers? Further study will be required on this.

In the last section (5.4.4) it was noted that respondents made references to visits to Indonesia and the desire to communicate with native speakers, using words such as: anticipation, looking forward to, great desire, personal contact, a mental picture, uplifts me, really want to, desire. *Future interaction* with native speakers remains a strong motivating purpose for these FL learners. Joseph studied a FL "to compliment my design studies for future job opportunities" (JDm7-M5). Sean's "attitude and expectations" were strongly influenced by "employment opportunities" in what he perceived as the rising economic and political power of Indonesia and the region. "All future action and opp[ortunities]" (SMm4-K3). Penny believed: "Learning Indonesian language will help me to understand the spoken word in my future travels in Indonesia" (PHf6-M5). She later wrote optimistically about the future exciting prospects of computing, artificial intelligence and worldwide communications (PHf16-M5). Thus, for some students, their FL motivation is lifted by a perceived connection to future economic, vocational or technological trends outside language studies.

FL education is always about raising the awareness of learners out of the parochial environment which has shaped them (Hawkins, 1981), in terms of space, time and the continuum of ideas, values and life practices we call culture. So, it is part of the FL profession's mission - its rhetorical activity - to promote the clear and present benefits as well as the future advantages of second language knowledge and, incidentally, any technologies which facilitate its acquisition. Teachers have the crucial role of framing engaging, here-and-now-oriented interaction to meet learners' *prior and current expectations*. It is quite reasonably a teacher's role to propose future-oriented goals and deeper learning which learners may not perceive themselves, to influence their "long term attitude" (DCf22-I6) and *to educate their future expectations* of languages, learning and computers.

Chapter 6 presents a final summation of findings, interpretations, conclusions and implications.

Chapter 6 Conclusion

6.1 Introduction

The task of this chapter is to synthesize the findings of this interpretive study about learner perspectives on knowledge, interaction and motivation. To synthesise findings from a study and a site that has exposed rampant idiosyncrasy may seem a daunting, even oxymoronic, task. Exploratory and interpretive study does not yield proof of a hypothesis but may support or confirm ideas under investigation or not. It may yield insights and conclusions transferable to other sites, if not generalisable to the population. This chapter demonstrates how the study met the aims enunciated in chapter one and what responses can be offered to the *questions* posed in chapters 1 and 2.

This chapter therefore will treat the three overarching questions which have guided the investigation, that is learner perspectives on FL knowledge, interaction and motivation. It then considers what this study has revealed about those dimensions within the CALL experience described. Finally, some interpretive conclusions on the whole project are offered as well as areas for further research.

This interpretivist research methodology has sought to address through a closer account and analysis of learner perspectives the neglected question: can FLL learners inform second language learning theory and contribute to a principled and flexible pedagogy for the development of CALL programs and practices? The central question in ethnographic and interpretive study is: "What sense do the participants make of it all?" This study sought to gain an understanding of the way the FLL world is *experienced* and described by the actors in it and the *meaningfulness* of the context, activities and roles they are offered. Through the textual and spoken reflections of learners, the study re-presents the mental reality of ideas, expectations, conceptualisations and reflections which inform FL learner decisions and actions. The emphasis in Applied Linguistics and FL pedagogy on the social dimension, on communicative intent and on cognition, reinforce the need to investigate individual intentionality and sense-making by foreign language learners. If the FL profession genuinely believes in student agency, empowerment, autonomy, meaningful choice and control in a democratic learning environment, then it must consider how these constructs relate to more established or dominating *structures*, that is, the linguistic systems, cultural-educational systems and computer systems which are also a part of the learning environment.

This *interpretive ethnography* is grounded in the depiction of learners, their ideas, values and ways of looking at the world, the environment of media and human interactants, the culture of knowledge perceptions, prior and changing expectations, and learners' own views on their interactions and motivations. Learner-centredness implies observation and analysis of the lived experience of learners and listening to their voices to divine what it all *means to them.* Interpretation of their meanings is always a tentative reading, respectful of the humanity of the participants and the complexity of the many human systems at work and many interacting worldviews.

This research then is not just theoretical but also "world based" in the sense that it is conducted by a teacher practitioner as participant-observer in the changing culture of a particular technology-enhanced language classroom, in 1997, in Australia. Qualitative research is said to be theory building or "explanation-building". So what explanations and theories has this study produced?

6.2 Knowledge

A humanistic FL ontology and epistemology does not separate FL *knowledge* from FL *knowers.* Although language may be atomistically dissected as Object, this study proposes that the acquisition of *pragmatic and interactive language competence* is created in *purposeful, interactive experience.* Knowledge arises from intentions and purposes, not merely from *knowledge about* objects in the world, and not merely from established, second-order analyses. The intentions of learners operate in the formation of new knowledge by each individual. Thus, this study concurs with Kohonen et al's (2001) frequent references to the autobiographical knowledge of learners and Lewis' (1993) dictum: meaning doesn't inhere, humans make it. Knowledge of self, others and the world ("lived experience") are not separate from developing language knowledge.

6.2.1 Learners' FL knowledge

These respondents have diverse perspectives on the nature of language knowledge and language learning, as do teachers and scholars. The learner responses in this study provide important accounts of what FL knowledge, learning and study may mean to the people for whom the entire enterprise is constructed. The concept of "communication" dominates their expectations: practical, social, everyday utility in the language. They see language primarily as applied and interactive skills. Their responses demonstrate that learners' primary goal of real world competence is motivated often by a desire to know first-hand about the culture(s) of the

FL speakers and to communicate with them (see responses in section 5.2.2). This is interpreted as an awareness also that language knowledge is constructed socially and discursively, shared and negotiable, not fixed in immutable forms and established knowledge.

It has been stated as a conundrum (by Laurillard and others) that learners don't know what they don't know. The responses of these learners (see section 5.2.5) indicate *that they do know there is much they don't know,* that their perceptions, subjective intentions and expectations are not the full story of SLA/FLL any more than is lexis, phonology, or syntax if isolated from experiential knowledge of human interaction and the world. This is why they are present as students. To differing degrees, they do seek more analysis, deeper understanding and sophisticated application than superficial or phrase book language knowledge. Further, these learners also *don't know all that they do know.* Working with their varied expectations, intentions and implicit knowledge, teachers can help them increase knowledge of self and their own capacities as they expand their linguistic and cultural knowledge along routes that are intensely personal as much as shared (see further below on teacher roles in section 6.3.4).

6.3. Interaction

This section presents a synthesis of findings and interpretation about four aspects of interaction: learner perspectives; the personal in interaction; the social, relationships, negotiation, sharing; and teachers' roles.

6.3.1 Learner perspectives on interaction

Contradictions and contestation of ideas and values were manifest in the complex, open system of this FL class. Section 5.2.5. revealed diverse self-judgements and appeals for disparate kinds of interaction from this group of learners. One learner detests rote-learning (DRm11-K5) while another demands it (WLf11-K5). One student likes a situation that "keeps me on my toes" (SMf12-M3) while another dreads "having to respond" (PSm12-M3). Definitions of interaction included learning 'how to' by doing (JDm11-K5); "participating" (NHf28-I6); "being involved, actioning things and receiving feedback" (DTm28-I6); "discussing and practising" (JRf28-I6); "feedback [..] being able to clarify a problem immediately" (PHf28-I6). In section 5.3.1, a great range of activities was proposed by these learners as important or desirable methods, strategies or techniques. Although there is agreement about the importance of interaction and active learning, many scripts are being enacted on one stage, many experiences in one space.

Much as researchers, teachers and learners may wish for some kind of ideal, generalisable or optimally effective interaction, because interaction involves people, it is unlikely a universal methodology of FLL can exist. Each participant in this study had personal learning history, an established base of self-knowledge and world knowledge, current circumstances, needs and interactional preferences. Their heterogeneous responses indicate that self-concept, prior language learning experiences, family, pressure of time, issues of age, discomfort with computers, disabilities, even transport difficulties, all impacted on their perception of ability to cope and their success in FL classroom interactions. All had particular advantages and talents and widely varying dispositions, aptitudes, aims, motivations, and learning styles. Categorisation into learning styles may provide some helpful guidelines for teachers and learners but apparent solutions based on labelling and grouping learner characteristics must avoid a new kind of limiting standardisation which does not do justice to the personal and the organic in interaction. This study would support Felder and Henriques' (1995,28) position that the diversity of learning styles needs to be met with "a multistyle approach to Foreign Language education" and Cincotta's (1998) affirmation that the human brain itself requires information to be presented in many ways. Plurality of approach, openness, diversity and contradictions among learners can provide relevant substance for dialogue in the FL class: discussing what they are doing and why. While we may say that FLL interaction should involve code, culture, communication and cognition, all of these will be taken up personally by each learner in their own way. The personal in interaction is a key theme revealed in this study.

6.3.2 The personal in interaction

Learner responses on classroom interaction are here interpreted as requiring that the classroom needs to be constructed as a space for possibilities, inhabited by diverse learners with personalities and intentions, not "the learner" idealised with standardised cognition in a utopic environment aiming to become an ideal native speaker. Generalising theory attempting to explain and predict across populations runs the risk of setting up impossible ideals and standards and thus frustration and seeming failure. This study supports Lewis' (1993) contention that the pidgenised *interlanguage* of a FL learner can equally be considered a success along a continuum of personal development and of FL proficiency development.

Educators may attempt to seek uniform behaviour and standard outcomes from learners or they may accept learners in all their humanity, using their autobiographical experiences and idiosyncratic knowledge as resources in the social interaction which is at the heart of language acquisition. Even in CALL, the personal is valuable for the creation of meaningful webpage

content providing resources for the "personal learning" (MIf29-I6) of others, or each other. Personality, individuality and intentionality are ignored or quashed at the expense of motivation and fulfilment of potential.

Admitting the personal means acknowledging learners' personal issues of lack of confidence or trust in others, embarrassment and threat, e.g. during conversation or obligatory oral presentations in front of the class (discussed in section 5.4.1). While some learners feel anxiety, intimidation or embarrassment because of the presence of peers, still others consider any negative impact of peers and subtle competition to be inducement to achievement (see 5.4.3). Participants in this study admit personal doubts, perceived weaknesses, wasting time, annoyance with others. The real, not theoretical, FL classroom community is a human, experiential space where individuals interact, interpret and negotiate meaning, perhaps often based on provisional, imperfect understandings, susceptible to uncertainty and error (section 5.3.3).There is a real possibility that learners' self-perceptions of failure or inability, perhaps expectations of easy success, or understandings of the foreign language and culture, may not cohere with the teacher's. The learner-centred teacher has a responsibility to sensitively approach each personal case of self-doubt, misperception, inappropriate or ineffective behaviour and make of it a useful learning experience (see section 6.3.4).

There can be no universal recipe for such dialogic education; only the principle that learners' *expectations* are the key to the success or otherwise of interaction, of each conversation, experiment or exploratory journey (see section 5.2.1). This study itself shows that opportunities for expression of expectations and thus understandings of language, linguistics and language learning strategies in class, can provide helpful awareness raising exercises. Every learner's personal expectations and assumptions can be voiced and sustained or modified in *negotiation* with peers and teachers. This is empowering whether the learner confirms, or transforms, the beliefs held.

The model of successful others is perhaps more likely to influence personal dispositions than impersonal lectures or readings. The model of self-actualising learners who "expect to be able to understand what I am doing and why [...] to communicate and use [the FL]

effectively and creatively"(JTf5-K2), "to engage with other constructions of reality via another language" (DRm5-K2), to reach a level and then "have new expectations" (DCf6-K2) are likely to influence positively other learners who are uncertain of their goals or capacities. It is legitimate that one learner may "have the feeling that there is a falseness about the process"

(PHf8-K3). This being voiced becomes matter for dialogue and new experience and attempts to help that student towards more personally authentic experience. This interpretation coheres with Wills' (1996) finding that the computing milieu, needs to include personnification of the "interface to interactivity", storytelling, point of view, character *and real people.* Nothing which does not engage the personal constructs of learners can be considered *experiential learning*. In FLL, this implies direct experience of personally purposeful action or interaction using the target foreign language to exchange and create meaning.

FL information, even stunningly presented, remains meaningless code until a human learner is motivated to attend to it and internalise the system-of-systems on which the text is structured. Learners will do this if they perceive the fulfilment of personal intentions and purposes. Their ways of doing this, and their intentions and motivations are almost as diverse as the number of humans. Communication is personal as well as interpersonal. If language is primarily for communication which is inspired by meaning making, it is the *personal meanings of human actors* which are the life blood of communication: learners individually and collaboratively, teachers, foreign language speakers, authors of books and multimedia, are the source of meaning.

The participants in this study show (varying degrees of) awareness of the influence of tasks and level of active involvement, solitary versus social learning, and their own personality and attitudinal dispositions, the roles of memory and interaction, and the time needed for language learning. Their self-assessments represent their personal ownership of their learning and epistemic beliefs. The self-actualisation which Kohonen et al, (2001), see as the goal of all FL education is impossible without such autobiographical self-awareness, self-monitoring and editing one's own life story (section 5.2.5).

Even so, FL learners and teachers find they do not produce in the classroom resolution to all conflicts, or perfect language acquisition methods. Pragmatically, there are factors outside the class beyond the control of teachers which may overwhelm their efforts such as community attitudes, institutional constraints and government policy. More theoretically, in human efforts to reduce uncertainty when dealing with complex, open systems like languages, human learning and personalities, there probably will not be "ideal, universal ways of dealing with situations that are in fact unique and problematic" (Flavia Vieira, 1996; Parker, 1998). Generalisable models and solutions claiming to achieve certainty, often derived from artificial experimental situations, (Kirk and Miller, 1986, 50-51) are as inhibiting as they are reassuring. This study supports Lewis' (1993, 150) position that even grammatical knowledge building is partial,

provisional and intensely personal. *Tolerance for ambiguity* remains a crucial principle in language learning and classroom negotiation. In FLL committed to the exploration of linguistic and cultural difference and diversity, an approach based on uniformity of interaction would seem paradoxical.

6.3.3. Social relationships, negotiation and sharing

The degree and nature of the *sharing* of knowledge is a key central question provoked by this study. It has been posited that multiple, evolving and even contradictory perspectives on experience of reality are held by human actors - influenced by affect and intentionality - and each may be valid for the individual. Knowledge is not a "one-size-fits-all" phenomenon. Learners perceive that "individual learning style or personal make-up" of question 11 is only part of language learning (as noted in section 5.2.) Discussion of metacognition led participants to write about social interactions in class. This signals that collaboration in interpersonal interaction - or distributed cognition - is a vital ingredient for them to attain their *individual* knowledge goals of *communicative and socio*-cultural competence. In section 5.2.5, it was concluded that interaction necessarily involves relationships. At least some learners sense that they "learn best through interpersonal interaction" (RLf11-K5) but also that "everyone relates in different ways" (JDm11-K5). Fellow feeling with peers in the group is seen by some learners as at least a strong influence or even a prerequisite to their language learning (see 5.3.2).

The influence of others in the questionnaire responses confirm that *relationships* are not just one possible end goal of language learning (in the target language community) but also a crucial part of the FL learning environment. The approbation of others and a supportive discursive community is a crucial aspect of motivation in FLL. In the complex world of real classroom relationships, negative influences can be expected: attitudes or behaviours of peers, competitiveness, lack of confidence or trust in others, embarrassment and threat, teacher expectations or course. Through negotiation and dialogue, any negative impact of others and their expectations can be used to make explicit to learners the assumptions of peers and teachers. In this way, learners' metacognition and metalinguistic awareness may be highlighted and valued, *educating expectations* and informing learning strategies development. Collaborative or group learning exploits the human social predisposition, coheres with the onus on "the social" rather than the structural in language acquisition research, and is most likely to lead to communicative success.

Questions about FL knowledge, interaction and motivation explored in this study may be interpreted as dimensions of *sharing*. Culture is seen by anthropologists to consist essentially of shared understandings and practices. Communication relies on language conventions which, at every level, are a shared symbolic system. Cognition itself is said to be shared and distributed. The *degree and nature of sharing of knowledge* is a key central question for FL pedagogy which needs to be further problematised.

Problems arise for second language learners when instructors assume that the individual learner is sharing the same understandings as the instructor and the peer cohort or class. The irony of the situation is that in Australia, Britain and the USA (according to authors cited in chapters 1 and 2), the teacher may well be the one who is out in the cold, whose understanding of "what's going on here" is at odds with the others. It is in the sphere of attitudes, goals and expectations (intentions and assumptions about what constitutes success) shared and unshared - rather than the world of techniques or technology that the FL cause will be won or lost.

However, since teachers are vested with authority by curriculum boards and institutions which officially support or stipulate the goals of the teacher, then FL teachers must persist in attempting to *convert* the populace to official, expert, perhaps broader and better informed perspectives (the "rhetorical activity" of Laurillard). The humanistic teacher will attempt the process of conversion as a *conversation*, or negotiation, and promote self-transformation by learners , encouraging exploration, valuing their perceptions and prior knowledge.

Sharing is an abstract concept, a practice, a process. FL interactions are situations where learners, teachers and others share the tangible world of bodies, material resources and space, the sounds and written symbols of language, programs, time *and expectations,* to construct FL knowledge *together*. The expectations of teachers and learners evolve through mutual influence. Most of the participants in this study *expect to do things with language with people* who have different personal and group cultures. The goal of FLL to which most teachers would subscribe is the expansion of learners' shared understanding: back in time to understand the established conventions of living languages, and across cultures and linguistic borders in the present. There is much overlap in the expectations of professionals and learners. The challenge for FL educators is to explore the contradictions, the areas where understandings are not shared and the goals of neither party fulfilled.

The essential point of the communicative turn in FLT was to restore *socially useful* language learning which the long dominance of teacher-, book- and structure-dominated GTM and

audiolingualism had stifled. The last three decades of active pairwork and task-based interaction have been all about the goal of FLT to emulate the essential quality of naturalistic language acquisition in instructed FLL settings: *the shared nature of language construction.* In shared motivation (which may be the relationship itself), pursuing joint purposes, negotiating the interaction with its inbuilt uncertainties, sharing the inevitable necessary repairs, respecting that the other is an intentional agent, language acquisition may occur.

This interpretation posits that learners believe language learning is about the struggle to share meanings and about relationships. For the participants in this study, as for many scholars, it is a complex interactive experience involving self, language, relationships and joint performance (doing, experiencing, meaning making) with others, not "the abstract study of language in relation to itself" (Lewis,1993,85). FL teachers though hold a great deal of decision-making power in classroom relationships. This chapter next treats briefly the possible implications for teachers of the findings of this study.

6.3.4 Teachers' roles in FL interaction

The discussion above leads to the conclusion that the FL teaching community needs to 1) take cognisance of learners' perceptions and goals; 2) satisfy learners' desire for advanced communicative skills; 3) lead them through dialogue to appreciation of linguistic, intercultural and scholarly goals beyond everyday "practical proficiency" and even vocational proficiency. Communication of the profession's (varied and contesting) insights in goals, methods and strategies to students through discussion and readings is found to be wanting.

Accepting that "our methodology is our philosophical praxis" (Lehtovaara, 2001,160) that, this researcher would also conclude from Davidson and Phelan's (1999) work that in all education, the dialogic relationship between teachers and learners is a supremely important aspect of method (section 2.3). Learner comment that "friendly and helpful" teachers inspire Wendy "to make an effort for them as well as myself" (WLf21-I2) demonstrates the beneficial impact of teacher personality, personal qualities, experience and expertise, and shortcomings. Real living models may be more influential in FLL than abstracted theoretical models of language and cannot be easily replicated by computer systems. Yet living FL teachers and authors of FL texts and multimedia cannot do everything for everyone,

and should not attempt to maintain such control. They can only cast a wide net, looking at the cognitive challenges in the systematic code and the patterns of motivation in the past and present students. They can negotiate with learners about what "knowledge" they wish to construct, giving space and assisting them to explore a wide range of experiences, strategies and resources to achieve their goals.

This is not to dismiss goals which the more *knowing* and *experienced* teacher brings to the learning situation: methods of understanding and appropriating the FL system proven effective for others (active, experiential, negotiated, and lower-order kinds of training if useful). Intercultural goals (seeking Kramsch's (1993) "third space") and activities to promote their achievement are enriched and personalised by the teacher's experience and resources. Negotiating with learners' expectations should result in an open dialogue, joint construction of knowledge which is empowering rather than controlling. This study supports Lewis' (1993) view that good theory and good pedagogy lie in planned uncertainty, not false solutions

6.3.4.1 Autonomy and control

In one sense all human beings are organically autonomous from birth: self-repairing, self-sustaining, self-iterative. In learning, autonomy may also apply, a corollary of the sense of individual self, unique perspective and experience. Autonomy need not imply isolation or independence of all outside influence but rather a self-directing *interdependence* with one's society. Many degrees of autonomy are possible in all facets of life, from the tightly conformist, structured life of the military or ritualised role ascription of some cultural groups to the encouragement of individual talents and directions in some "alternative" school systems and generally in democracies.

The question of control (who provides the structure and steers the learning) cannot be absolutely separated from personal attitudinal disposition, especially the issues of learner confidence and security. Many learners in this study wanted both "individual learning" and "interpersonal class discussions" (MIf26-I6), "my independence as well as help" (JRf30-I3). "I personally need a structured system in order to learn. Language is also a subject which I can't teach myself' (MIf30-I3). Some learners clearly seek security in teacher direction: "You're the teacher. We expect that you know how to teach it (*Field Note*: *Leslie 23.9.97).* "They don't want autonomy. They want their dependence. If they can trust the teacher and classmates" (*Field*

Note: Margot 10/9/97). Face-to-face inter-subjective interaction is as valued as independent effort. Even confident and capable learners perceive the need for the more experienced to assist them in selecting and experiencing in a systematic way both content and learning strategies. Given that, an autonomy-oriented teacher tries to show learners that they can increasingly teach themselves. Automation, on the other hand, may leave students by themselves with texts on a machine. The results of this study confirm Cotterall's (1999) conclusion that learners each have their own unique history and make-up which influences the degree of autonomy they prefer and their readiness for autonomy. There is a role for teachers in providing "push" (NHf27-I6) exerted by a requirement for attending and producing comprehensible output. A humanistic teaching approach, though, fails *if push comes to shove*, if it becomes "threatening or embarrassing" (LTf8_K3). Authoritarian pressure may produce short-term compliance but it will not foster commitment and increasing autonomy. Sensitive, shared construction of meaning, teacher help, guidance, diagnostic feedback and expertise, structured content, flexibly paced courses, formal but negotiable *teacher expectations*, will empower students by helping them feel successful, sociable and connected rather than shy, failing or anxious.

Teachers have diverse roles because of diversity and heterogeneity in learners. Some require rigorous intellectual challenge that "keeps me on my toes" (SMf12-M3) while others (or the same student under different task conditions) need considerable framework and reassurance, "someone there on the spot to help" (DCf12-M3). Reading for some represents stability and reassurance while for others unknown text means laborious and demotivating dictionary work. These responses indicate a need for teacher flexibility, negotiation and to educate expectations. University teachers need to offer variety, choice of tasks and the autonomy appropriate to motivate each individual and allow them to find, in the face of the unfamiliar linguistic and cultural framework, their own connections, development rate and gradually their own communicative powers. Learners need to "feel *comfortable* [and] *feel free* to say anything as long as you say something" (LTf8-K3) [italics added]. This study concludes that without *personal agency and space for learner intentionality* in FL learning, it cannot be called inter-*action* but becomes a one-way didacticism. Even if learners themselves appear to want dependency, more than a secure framework and guidance, a FL course that aims to foster learner's

communicative empowerment and increasing autonomy, will guide them towards examination of their own goals and learning styles.

6.4. Motivation

This study has sought to investigate learners' perceptions of motivation in FLL, an area of great complexity and confusion (McShane, 1996). The study concludes, in fact, that nothing is more personal than an individual's motivational disposition. There is a massively complex system of values, wants and needs, fleeting attitudes, entrenched and evolving beliefs, knowledge, feelings (of confidence, satisfaction, fulfillment, success), self-image and even moods which may influence engagement and motivation at points in time. The interplay of personal factors in learners, of normative, standards-based languages and assessment policy, teaching approaches and behaviour management styles, may result in the achievement of language learning goals. The FL scene in English-dominant countries however, as depicted in chapter 1, is more characterised by continuing failure, frustration, demotivation of learners and lost opportunity for learner empowerment. A humanistic education which values the full humanity of learners cannot ignore this most pertinent but problematic dimension of the lived experience of language learners. Concluding comment is offered under four aspects: anxiety and failure; relationships and connectedness; successful achievement of knowledge and communicative goals; expectation of psychic security and structured goals.

6.4.1 Anxiety and failure

The opposites of motivation and connectedness are anxiety and alienation. While some learners cited the "fear of failure" (DTm20-M1; MIf20-M1) as a kind of negative stimulus, in section 5.4.2. , participants' diverse responses on issues of security, anxiety and self-confidence were classified under five aspects: cognitive overload , potential for embarrassment in an active approach, lack of comprehension, computer illiteracy, and doubts about oneself and one's own capacities. Perception of failure, it was argued, can lead to self-doubt and resentment of the field of study. In the era of mass education, even university FL teachers need to be aware of the perceptions of their students about their own abilities and the quantity, level of difficulty and cognitive challenge in the language materials and tasks. The goals which learners succeed or fail to achieve need to be determined taking learner perceptions into account. This is not easily achievable on a practical level and indeed learners may often not be able to enunciate clearly and in detail their goals or preferred learning approaches. If learners sense that they fail to reach goals imposed by a course, what is it they want which they could attain? Ongoing

dialogue about goals, strategies and procedures can give a sense of shared ownership of the program (see below under "security").

6.4.2 Relationships of connectedness

Participants in this study confirm that communication with others of different cultural and linguistic background is a strong motivating purpose. If the desire for connection or identity with the TL community cannot be taken for granted, the excitement of Margot involved in webchat with native speakers is obvious evidence for Lewis' (1993,39) claim that "nothing is more motivating than real communication." Many other students wrote of similar desire to relate to Indonesian people. In section 5.4.4 of this study, factors were presented which encourage integrative motivation or a sense of connectedness with foreign language studies, the group of peer learners, the target language cultural world and with FL native speakers. A sense of identity of interest with their fellows in the class can be detected in participants' reports of "having fun and enjoying it" (SMm21-I2), teachers' friendliness, care for individuals, wit (LTf21-I2) and stories (JRGf21-I2), discussion (DSf21-I2) and subtle competition (MIf21-I2). *In relationships with others, these language learners feel able to express their intentionality* and gain a sense of communal enterprise. The establishment of a class atmosphere of sharing (DCf21-I2), enjoyment in working together (NHf21-I2), enthusiasm and humour (ACf21-I2) is a key aspect of language learning.

Factors which inhibit community of interest were also discussed. The lack of interactive relationships when using computers was noted, exacerbated by computer problems (JBf16-I6; JBf28-I6; JRf10-I6). Learners "do not get as much experience speaking" (JRf10-I6) and preferred using the web-based material *with others* – "it makes it more fun" (DRm25-I6, italics added). In section 5.3.2, the views of these twenty-two learners about the influence of others confirmed that relationships are not just one possible end goal of language learning but also a crucial part of the learning environment. These learners believe that they learn better with trusting and supportive relationships with their teachers and other learners. CALL programs, therefore, will need to offer not just useful resources with *automated* interactivity but the opportunity to interact in learning communities. Participants in this study value and are motivated in interdependence rather than mere independence.

The lived experience of real face-to-face classes encompasses a range of interacting human personalities, attitudes, beliefs and emotions which produce occasionally negative, counter-productive, boring or even tense environments. In section 5.3.2, it was concluded that

educational relationships include such factors as negotiation of control over course goals and structure, interactional style and choice of activities. Different learning styles, levels of dependence or autonomy, self-direction and active exploration, guidance and help, can be accommodated in such an environment. However, an understanding and supportive community alone will not guarantee learning or motivation.

6.4.3 Successful achievement of knowledge and communicative goals

Learners must not simply set goals to be motivated; they must achieve them! Many participants' responses in this study demonstrate the link between knowledge attainment and motivation. The learners' expressions (like, desire, enjoy, are able to use, have fun with, solve problems with, concentrate on) may be interpreted as expressions of the rewarding nature of self-empowerment and constructing even difficult knowledge. It was noted that the same learning tasks, materials, partners or environment may be less meaningful and unmotivating for other learners. Further, the motivation to do a particular task and overall integrative or instrumental motivation for the whole field will not always coincide (see section 5.4.1). There is great diversity in motivational patterns.

The major incentive which promotes connectedness or community of interest is fulfillment of learners' personal goals: communicative, affective, instrumental, informational, intellectual or skills-oriented. Through a great diversity of approaches, learners wish to fulfill individual, shared and even unexpected purposes. Fulfillment, success and motivation are as much dependent on *perception* (what people think they are doing) as measurable achievement. The FL and CALL class need to be perceived as a discursive space wherein heterogeneous purposes may be negotiated and fulfilled in a collaborative and connected learning community, where security and creativity may both be fostered in a curriculum of possibilities.

It is in the *interactions* proposed by a teacher or negotiated with learners that motivation is sustained or weakened. *The perception by learners that what they are doing in classes or CALL labs on a daily basis will not lead to their ultimate goal of performative competence in the language is possibly the greatest factor in language drop-out.* The experience of communicative success (Lewis, 1993) and the sense of genuine progress in constructing FL knowledge cannot be dissimulated. Learners who experience this on a regular basis develop a sense of intellectual connection and commitment to the learning field. Those who sense failure and frustration abandon the field.

6.4.4 Expectation of security

The responses of learners in this study indicate the need for security of two types: psychic security (I will not be humiliated by constant failure) and in learning (I will understand the goals of the program and learning tasks). The aspect of psychic security - being able to feel comfortable especially in risk taking and to depend on others - has been dealt with in the discussion above on relationships and community.

In both classroom and CALL sessions, task layout and clear instructions are important for learners' security and focus. Lack of structure or clarity of goals makes for insecurity. While many linguists allude to tolerance for ambiguity and contingency upon context, for allowing the *interlanguage* to emerge and evolve through experience, learners usually wish to be clear on procedures and requirements and are easily demotivated by fear of "the unknown. Not being able to keep up. Not knowing something properly before continuing on" (NHf12-M3).

The teacher has the task of balancing necessary structure and security with necessary open-endedness and the degree of unpredictability which develops spontaneous language use as it fosters interlanguage growth. In a humanistic and learner-centred FLL environment, teacher intentions are explained and learner concerns need to be accepted. Dialogue on expectations and adaptation of strategies are possible. Courses need not be lockstep, uni-directional and linear but neither will an unsettling, disorganised eclecticism be reassuring. This can happen in CALL if learners are faced with the entire, unfiltered World Wide Web, or materials not synchronised with the rest of the course. The balance can be negotiated with learners such that uncertainty and the insecurity of the unknown in interactions and texts become increasingly predictable and profitable. This *guided uncertainty* fosters growth of communicative power which is the key motivating goal.

6.5 Conclusion on Computer Assisted Language Learning

This section interprets results of the study in the field of CALL. It presents conclusions which range from the technical, possibilities of interactivity, the purposes of learners, the integration of CALL into the whole FLL program, the role of teachers and CALL designers, to the pedagogic and learning ideals which may be realised through computer media.

6.5.1 Technical issues

Technical issues impinge on CALL more than with older technologies, like the tape recorder or video, perhaps because CALL and all IT is evolving constantly and rapidly.

Some layout and task design shortcomings require only simple correction, fine-tuning, experimentation or technician assistance to rectify. In some cases, a re-think of the objectives and procedures and subsequent modification or elimination of some tasks, pages or modules is appropriate. Delivery or network problems rely on prediction and observation by teachers, or feedback from students as troubleshooters passed on to the institution's IT division. Technical issues must be addressed if the system is to "live up to its promise" (DSm9-I6).

Low computer literacy among learners has been approached (following this study) by building familiarisation with the browser and web conventions into early modules. If claims of user friendliness are to be fulfilled, the sense of "driving with the brakes on", "lost time" (RLf24-I6), and "a confused mess!" (RLf23-I5) needs to be avoided. Some learners, it was seen, felt the interface and navigation could not have been simpler. The different reactions to the technical aspects are interpreted as yet further evidence of the heterogeneity in any learner group and the inevitable need of teachers to respond to rather than ignore problems and diversity. CALL designers may never reach any ideally effective solution for all learners at all times, no matter how sleek and sophisticated the IT product, but they can seek better and better fit for a range of learners through understanding both the learners and the possible continuum of interactivity.

6.5.2 The continuum of interactivity

Computer networks and software offer a new mixture of sensory input and various levels of feedback for user output. CALL designers need to bear in mind Devine's (1996) question, "how active and how inter-" is the computer-mediated *interaction*? Digital resources can range from static "online text" through interactive multimedia and hypertext to virtual, adaptive and communication rich media environments. More important for teachers and learners is the use and impact on learning. Static materials may allow for ample input for receptive and pre-proficiency practice. In increasingly sophisticated multimedia or simulated environments, learners may use rich textual, visual and audio environments and receive programmed feedback on their output (e.g. in fill-in forms) and choices via links. Links to other authentic sources may also be exploited in realistic tasks. At the far end of the continuum of interactivity, learners may engage in real communication with other speakers/writers of the target language, still taking advantage of the input, communicative tasks and problems at all lower levels.

A challenge nominated by participants in this study for FL educators and CALL designers is to present some of the sense of immersion in online and virtual environments which are derived from in-country experience. Some participants in this study created such experience for themselves, notably Margot and Denise. The uninspired reaction of others to this CALL experience provides valuable feedback for practical and theoretical spheres. This particular website was too low on the interactivity scale and needed to include much more that would either simulate or provide genuine communication or interaction (with the web author, other learners or native speakers).

The continuum of computer interactivity could be compared to another continuum of dependence/independence in interactive learning. At one end of this scale could be proposed a highly teacher-dependent, or system-controlled, instructivist didacticism: pre-programmed exercises with feedback are part of this. Further along might be (teacher or system *supported)* collaborative work with peers, pairwork, a variety of social project learning. At the extreme would be unaided exposure to FL sources and the NS milieu, solitary and independent self-access. Few autonomy writers suggest only the latter as an ideal for FL learners. Communication and interaction do not occur without shared action (reciprocal speech acts) among actors. Quantity and quality of teacher or CALL designer intervention and direction will be different for each learner. Students in this study found the CALL experience "wasn't like a real class. There was no push" (NHf27-I6). The screen did not provide that participatory negotiation, shared construction of meaning and valuing of organic, face-to-face interaction. Participants in this study had a clear expectation of communication as the primary goal of FLL. "Classes should be kept for personal interaction, after all a language is for communication between 2 or more people" (JDm9-I6). The term interaction means "people" (JDm28-I6), "human communication – being sociable" (WLf28-I6.

Even if multimedia and hypermedia computer systems are viewed as platforms for exposition, exercise or experiment for fine tuning understanding and control of form and pattern, some respondents prefer the human teacher to self-access on the computer. "Computers do not answer questions," (WLf10-I6). It thus, quite properly, falls to teachers to share with learners what CIT's may do for them: offer tools for human users to potentially find or discover answers, to interact with others, to empower themselves incrementally away from dependence on "someone to instruct me and guide me" (NHf30-I6) *towards the level of autonomy with which they are comfortable.* Almost all learners, ready or not at their present stage of

development, do aim to become autonomous users, interactants and continuing learners with their linguistic and cultural knowledge.

Feedback from the participants in this study (section 5.2.3.) can give indicators as to where future CALL development could proceed. This researcher finds Denny's recommendations inspiring:

> "To study, travel on line in the country ie to be immersed in the country and exposed to the language and culture. [...] or being "apprenticed" to a native or other fluent speaker in the language. Plenty of reading material and access to the literature of the country" (DSf8_K3).

If the teaching, research and CALL development sectors genuinely believe in learner-centred education, the voices of learners such as Denny will be heeded and feed into evolving understandings about computer assisted and web-based language learning.

6.5.3 Learner perspectives and expectations in CALL: real tasks and purpose

This educational study of students' conceptions of knowledge construction in foreign language learning and in a computer enhanced environment has elicited participants' perspectives as reflected in their stories of their lifeworlds and their impressionistic reactions in the questionnaire. Even if labelled naïve, lay, folkloric or novice, learners' perceptions and current epistemic knowledge are valuable sources of input for course design and for theory building in learner-centred FLL.

Even those in this study who had used computers in their work or had some other previous computer training or experience, were confronted with their first experience with CAL, that is, actually attempting to learn and construct knowledge via the computer-based resources and interactivity. Chloe's comment that "This is the first time I've had to learn from a computer" alerts the researcher to the innovative and disrupting nature of CALL for many learners. While anticipating Chloe's prediction that "when young students who are taught at school on computers come through, it will be received much easier" (CPf22-I6), CALL designers must meet the needs of current learners. If not, CALL can distort their attitude to FL knowledge and learning.

Melanie benefited from the autonomous "*personal* learning" and extra information through the Internet but insisted that CALL should only proceed if "if there was still the interpersonal class discussions" (MIf29-I6). Aileen enjoyed the uncontrolled target language, web materials on the

web while simultaneously asking for "simpler revision things as well" (AWf29-I6). This points to a role for teachers and course designers to provide a simplifying framework in CALL – for those who need it - so that authentic, real world materials becomes comprehensible.

Some students gained valuable skills in navigating the Internet to find sources of information in their target language or about the associated cultures, how to conduct keyboard conversations with native speakers on WebChat, and simply how to use a variety of pre-structured CALL exercises designed by the researcher. Aileen received confirmation that "Indonesia is actually used out there in the world" and she could "get to use Indonesian in real circumstances" (AWf29-I6). These experiences represent learning-how-to-learn knowledge.

A wide *diversity of experiences* were reported by only twenty two learners, including the extremely positive who enjoyed "very much exploring with computers" and "finding my own way around" (CPf27-I6a), "loved surfing the net, chat sites, newspapers" and "Email pen pals that was a great motivation" (DCf25-I6), appreciated "individual learning. Being able to redo pieces not understood. Unlimited time limits" (MIf25-I6). Josie considered computers "an important supportive tool" (JTf25-I6) while Patrick was motivated by "short question and answers (multiple choice). Voice questions and responses" (PSm25-I6).

One group ended up hostile and exasperated , "swamped with frustration and anxiety arising from the lack of results in comparison with the time spend at the screen" (DSm10-I6). "Results" means successful attainment of goals. The FL teacher in Australia experimenting with CALL cannot simply resign himself to Alison's belief that "it is up to the individual to derive their own benefits from this alternative method of learning. How could you not learn from CALL?" (ACf25-I6)

In any FL class learners are quickly differentiated in terms of progress and approach. Some may expect CALL to "teach me as much as I would ordinarily learn in a normal classroom situation" (NHf10-I6). Any expectation of intentional, dialogic interaction with mere software needs to be considered in dialogue (until interactive CALL and ICALL are far more advanced for each language). In the meantime, learner perspectives on the CALL experiences currently offered are essential qualitative feedback for its present deployment and future development. Their perceptions in this study cohere with Warschauer's call for CALL designers to "allow and encourage students to perform the most real tasks possible, to take advantage of the power of modern information and communication technologies to help try to change the world in ways that suit students' own critical values" (Warschauer, 2000). The participants in this

study share his view that neither the computer nor the target FL are ends in themselves, but rather "tools that our students can use to read the world, to write it, and to rewrite it" (Warschauer, 2000). In a humanistic FL pedagogy, learners and their personal growth are ends in themselves. Technology is held to offer possibilities, not a panacea. Some conclusions may be drawn from this study about integrating CALL into such a pedagogy and learning approach.

6.5.4 Integrating CALL in humanistic FLL

Reflecting on the CALL experience, Denny looked forward to the "possibility that sometimes it may all come together – hands-on and learning experience" (25DSm9-I6). Learning experience in classrooms or computer labs is a complex, multi-dimensional, moving target. The varied reactions of these students indicates a need for more explicit discussion with students about the various kinds of language knowledge, the varied strategies for acquiring or constructing them and the roles that multimedia CALL can play. Learners need help and opportunity to understand how CALL (in its current state or at the particular institution) can contribute to the fulfilment of their language learning goals. Learners' expectations of new technologies and CALL need to be educated until they are comfortable with the possibilities the range of CALL programs presents: how CIT's can be used or adapted for, and by, learners in fulfilling their language learning goals – or even in introducing new and unsuspected goals. Learners and teachers need to understand, too, what CALL cannot do. Computers cannot be interactants.

One interpretation of the perspectives of these learners on CALL supports the position of Warschauer (2000), Miskell (1996) and Furstenberg (2000) that CALL needs to offer not more form-focussed exercises, although these may be vastly improved with IMM. CALL can offer *tools and environments for enhanced language production, communication and cognition*, based on purposes which learners negotiate in interaction with peers, teachers and NS others.

CALL may even offer preparation for autonomy as Cotterall (1999) and Blin (1998), would have it, especially for students very dependent on instructors and secure frameworks, less tolerant of ambiguity. Yet, this study shows that there will be learners in any group who are uncomfortable with the computer interface. They may simply require guidance, reassurance and skills development. Some may never derive significant benefit from CALL because of factors in their personal disposition.

6.6 Synthesis

This research was in part motivated by the search for a theoretical base for the study of foreign language learning which can incorporate the self, others, and lived experience, not so generalised as to lose all humanity. Human learners are not mere cognitive machines. Languages are not simply mechanical formulae. The central thesis of this study is that the *intentionality* of learners must be accorded prime space in the FLL environment. Knowledge is information and experience *made meaningful* by human intention and purpose. Intention is based on expectations. That is, prior experience and knowledge influence possible future experience and knowledge and therefore, learners' degree of readiness for any particular informational content, or cognitive or social act such as negotiated, autonomous or computer-mediated learning. Thus, determinants of what sorts of interaction, level of structure and kinds of negotiation and dialogue will be productive, are hugely variable. This study posits that it is primarily through purposeful negotiation in social interaction that meaning making, including language and culture learning, occurs. Listening constantly to the voices of FL learners gives significance to "what they think they are doing" and experiencing.

None of these assertions should be taken as universal recipes. Individual learning, social learning, human meaning, language and culture, human machine relations, are complex phenomena. The personal and the particular in lived contexts make generalised theories always tentative.

6.7 Recommendations for further research

The central thesis of this study is that the *intentionality* of learners must be accorded prime space in the FLL environment. Negotiation and dialogic relationships, characterised by tolerance of ambiguity and not fixated on absolute solutions, have been proposed as a way to cultivate this in FL classes. Therefore, if these concepts are not just to be mantra or "buzzwords", further qualitative and quantitative research on negotiation, dialogic relationships and interdependence in FLL/FLT and CALL is required.

The qualities of FL and CALL classroom relationships (of sharing (DCf21-I2), enjoyment in working together (NHf21-I2), enthusiasm and humour (ACf21-I2) represent a key aspect of language learning and motivation that needs to be further explored by qualitative studies. Much depends on the balance between relaxed, accepting teacher attitudes and "pushy" expectations.

If the perception of excessive workload and level of difficulty is a major disincentive to FL studies in Australia at both school and tertiary levels, further research into the vexed question of *standards* is essential. Many in the profession may feel formal standards have already

dropped in comparison to previous generations of learners. At the same time, externally imposed and narrowly defined standards can be an irritant to authentic (originating in the self) FL education.

Further research on relationships and learning communities mediated by CIT's is necessary if FLL is to succeed in distance education/open learning modes and even campus based CALL programs. The extent to which the interactivity of standardised packages and networks can simulate organic interaction that privileges personal intentionality and inter-personal negotiation while it promotes growth in FL proficiency, needs much exploration.

Further ethnographic studies providing FL-learner-derived data via recording classes, verbal protocols, interviews, open-ended questionnaires and discourse analysis of learner products may confirm transferability of findings from this research through comparison with other models. The philosophical groundwork for the new EIFLL paradigm enunciated in Kohonin et al (2001) lacks authentic examples both of practical work processes and outcomes and of learner thinking and expectations. Warschauer's (2001) vision of CALL also needs to be fleshed out, as he advocates, with further ethnographic studies. Furstenberg's (2000) international collaborative email exchange is one example of reporting from the workface, of what it actually feels like to do such interculturally oriented FL project work. All of them still lack the validity endowed by grounding in the emic perspectives on what it is like to be a learner in such a course.

Longitudinal research could trace a large population of Australian FL learners' conceptualisations of language knowledge, beliefs about learning and motivation, attitudes towards others with different cultures and languages, to ascertain if, when, where and how they perceive that FLL disappoints their expectations. It is indisputable that a large proportion of Australian FL learners develop negative opinions or expectations of failure, boredom, or irrelevance. The influence of parents, peers, teachers, classroom culture, community leaders and the media shape their dispositions. Ethnographic interviews may reveal age, school level, conditions and sources of such disincentives to FL study and investigate strategies that may alleviate them.

Appendix 1 Informed Consent Form

UNIVERSITY OF TASMANIA

Department of Education
Box 1214
Launceston
Tasmania 7250
Australia

29 September 1997

Students of INT111

This is an official Information Sheet about a research project entitled "Interactive Language Learning and Computer Interactivity".

In second semester this year, the Indonesian language staff at the Sunshine Coast University College wish to implement the use of interactive multimedia as a means of delivery of part of the teaching program. We expect that in years to come Computer Assisted Language Learning will be a normal enhancement of our face-to-face program and also a way that external students can learn a language from a distance.

It is our responsibility to ensure that any teaching/learning techniques we use are theoretically sound and practically effective. Phillip Mahnken is undertaking an investigation into the uses of interactive multimedia for learning foreign languages. Part of the requirement for doctoral studies is that the candidate must create, collect and analyse original data, not just read lots of sources and report on what is already known. As computers are increasingly used in society and education, it is important that teachers and researchers establish as clearly as possible whether - from the perspectives of learners - they are a valid and effective means of learning. For this reason, Phillip wants to invite you to act as research participants while using a web-based module for three weeks of Indonesian classes in Semester 2, 1997. The topic is "Angkutan dan Perjalanan" (Transport and Travel). It explores reading, listening, talking, writing and thinking about the movement of people in Indonesia and Australia. The module is centred on a series of activities with lots of other resources available on-line.

You will have considerable freedom and flexibility to use the package as you see fit during the three weeks. We want you to come to classes at normal times - except that the classes will be held in the SCUC Library double computer lab. A site guide will show you the sorts of materials available in the package and some explanation about using Netscape. Inside the modules, the first web page (Tujuan) explains the tasks you will be asked to complete in the time period. A schedule such as you are used to, detailing activities to be done in each lesson, will be given out but considerable choice allowed as to what you do with the scheduled lab lessons.

Since he is researching student perceptions of how they acquire a second language through computer interactivity, Phillip Mahnken is interested in every reaction you have to the package, every process you go through, every frustration or feeling of delight, every criticism. You will be provided with an on-line Notebook and encouraged to write any thoughts in a paper diary as well. On some days, the researcher wants to sit next to individuals with a tape recorder and ask them to 'think aloud' (in English) as they do whatever they do. On some days, he may turn on a video just to capture the feeling of the class (dead silence and the clickety clack of keyboards is indicative of something too!) Phillip would like

to ask some of you to do structured interviews at the end of the study period. In all forms of recording and note-taking, your confidentiality is assured by use of code names, not your real identity. The research materials will be kept in a secure locked place and destroyed after the requisite storage time (in this case, since nothing of a personal nature is stored, five years after the date of any publication based on them).

How will this affect your Indonesian learning? The objectives are that you will come out of the experience with an increased language competence, particularly in the themes (associated with the TIFL materials) of travel and transport, health, housing, making appointments, and work. You should also know more about Indonesian society and cultures. You will also reflect and talk and write in Indonesian about these themes in your own society. You will be asked to write some short Indonesian pieces (about 100 words or more if you like) for submission which will be used for our regular internal assessment purposes but which will also be mounted as a personal web page if you consent. There may well be unintended outcomes which only you can tell me about. Every attempt has been made to reduce any risk of stress, embarrassment or discomfort for you.

The Dean of the Arts Faculty, Professor Robert Elliot, and the University's research committee have given their agreement for this research exercise. Phillip Mahnken's PhD supervisor, Dr Thao Le, is the 'principal researcher' with ultimate responsibility for this research program. All results published from this research will protect your anonymity. Your informed, written consent is required for the University of Tasmania Social Sciences Ethics Committee which has given its ethical approval to this project. If you agree to take part in this research please sign the form attached and return to Phillip Mahnken as soon as possible. Those who choose not to participate in the research will still follow the CALL program but not act as participants in the research in any way. All students are free to withdraw as a research participant at any time without prejudice. Debriefing with the researcher, chief investigator or a University Student Councillor will be available if requested.

If you have any concerns or complaints about the manner in which the project is conducted, you may contact the Chair or Executive Officer of the University Ethics Committee (Human Experimentation) (names and contact details below). If you have any ethical or personal concerns related to the study, you may choose to discuss these concerns confidentially with a University Student Counsellor. It is expected the thesis based on this research will be completed during 1997-8. Participants in the study are welcome to borrow a copy of the draft or final thesis. Any significant findings which might affect subjects will be communicated to them verbally.

Yours sincerely

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6.3 STATEMENT OF INFORMED CONSENT BY RESEARCH SUBJECTS

RESEARCH PROJECT TITLE: INTERACTIVE LANGUAGE LEARNING AND COMPUTER INTERACTIVITY

1. I have read and understood the 'Information Sheet' for this study to be conducted by Dr Thao Le and Mr Phillip Mahnken during three weeks of Indonesian language classes in semester 2, 1997.
2. The nature and possible effects of the study have been explained to me.
3. I understand that the study involves the following procedures: 'think-aloud protocol', interview, logbook and diary entry, occasional video and audio recording of laboratory activity
4. I understand that every effort has been made avoid any risks or possible discomfort to me during this study, such as the stress of using new technology in learning . Safety in the computer laboratory is accepted as a university responsibility.
5. Any questions that I have asked have been answered to my satisfaction.

6. I agree to participate in this investigation and understand that I may withdraw at any time without prejudice to my Indonesian language assessment or progress.

   I agree that research data gathered for the study may be published provided that I cannot be identified as a subject.

   Name of subject .....

   Signature of subject .....

   Date .....

---

7. A statement by the **investigator**, Phillip Mahnken:

   I have explained this project and the implications of participation in it to this volunteer and I believe that the consent is informed and that he/she understands the implications of participation.

   Name of investigator .....

   Signature of investigator ..... Date .....

Appendix 2 (a) Study of Second Languages at Year 12 1982-1992 Australia

Source: Table 1from Rudd, K,.M, et.al., 1994, *Asian Languages and Australia's Economic Future.* A report prepared for Council of Australian Governments on a Proposed National Asian Languages/ Studies Strategy for Australian Schools. Page 15. See other LOTE candidature statistics in Australian Language and Literacy Council, *1996, Language Teachers: The Pivot of Policy The Supply and Quality of Teachers of Languages Other than English*, National Board of Employment Education and Training, Canberra

Table 1
STUDY OF SECOND LANGUAGES
AT YEAR 12 1982 TO 1992 - AUSTRALIA

	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992
Total Year 12 Second Language Students											
• Number of Students	15944	16849	17462	17580	17928	20630	21969	22128	21377	22251	22666
• As % of Total Students	16.1	15.5	14.4	14.2	12.72	13.25	13.0	12.9	11.7	12.1	12.6
Priority Asian Languages/ Students											
• No. of Students	2467	3183	2607	2439	2494	3382	4373	5140	5824	6117	6787
• As % of Total Second Language Students	5.5	18.9	14.9	13.9	13.9	16.4	19.9	23.2	27.2	27.5	29.9
Japanese Students											
No. of Students		599	722	695	881	1266	1395	1918	2555	3329	3828
• As % of Total Second Language Students		3.6	4.1	4.0	4.9	6.1	6.4	8.7	12.0	14.9	16.9
Chinese (Mandarin) Students											
• No. of Students	610	1043	890	854	794	1213	1766	2040	2162	2192	2007
• As % of Total Second Language Students	3.8	6.2	5.1	4.9	4.4	5.9	8.0	9.2	10.1	9.9	8.9
Indonesian Students											
• No. of Students	1278	1542	995	890	819	901	1212	1182	1107	596	952
• As % of Total Second Language Students	8.0	9.2	5.7	5.1	4.6	4.4	5.5	5.3	5.2	2.7	4.2
Other Language Students											
• No. of Students	13477	13666	14875	15141	15434	17248	17596	16988	15553	16134	15899
• As % of Total Second Language Students	84.5	81.1	85.1	86.1	86.1	83.6	80.1	76.8	72.8	72.5	70.1

SOURCES: NATIONAL POLICY ON LANGUAGES (1978-86), STATE SECONDARY ASSESSMENT BOARDS (1987-92)

Appendix 3 "51 LANGUAGES OF THE WORLD"

Dear XOOM.com Member,

If you've always wanted to learn a foreign language, but feared it would be too difficult, here's a software program I know you'll want...

51 LANGUAGES OF THE WORLD. With this unique learning system, it's easy to learn not just one, but any of **51 different languages** -- Spanish, French, German, Italian and dozens more.

Unlike other language programs that make you spend hours memorizing word lists, 51 LANGUAGES shows you how to use *real* language -- in everyday situations -- by having actual conversations with native speakers. Before you know it, you'll be talking like a native, too!

Thanks to a special arrangement with the publishers of 51 LANGUAGES OF THE WORLD, we're able to offer you this innovative learning software for **only $29.95** You save 57% off the retail price of $69.95!

To get all the details, or to order, go to this secret URL now:

http://orders.xoom.com/51lng/rxm51lng1206/

No other learning program has as many interactive features as 51 LANGUAGES. And no other program makes mastering a foreign language so easy, or so much fun! You'll be delighted at how quickly you can start speaking any of the following languages...

Spanish ** French ** German ** Italian ** Japanese ** Chinese ** Albanian ** Arabic ** Azerbaijani ** Basque ** Bengali ** Bulgarian ** Brazilian ** Canadian French ** Catalan ** Croatian ** Czech ** Danish ** Dutch ** English ** Esperanto ** Estonian ** Farsi ** Finnish ** Greek ** Haitian Creole ** Hebrew ** Hindi ** Hungarian ** Indonesian ** Irish ** Korean ** Latin ** Latvian ** Lithuanian ** Norwegian ** Polish ** Portuguese ** Romanian ** Russian ** Serbian ** Swahili ** Swedish ** Tagalog ** Thai ** Turkish ** Ukrainian ** Urdu ** Vietnamese ** Yiddish ** Zulu

51 LANGUAGES OF THE WORLD helps you learn by engaging you in interactive foreign-language conversations that deal with situations you're likely to encounter -- meeting new people, shopping, asking for directions. When you hear a word or sentence you don't understand, simply glance at the help window to get the meaning. In no time at all, you'll find yourself responding correctly without even thinking about it -- just like you do in English!

Here's just a partial list of the program's many features...

Record & Playback Listen to your conversations to hear how your pronunciation compares to native speakers.

Advanced Speech Analysis See how your pronunciation compares on key characteristics -- including pitch, timing, loudness, articulation and voicing.

Interactive Games Dynamically generated games are different every time you play. It's an exciting way to test and improve your new skills.

SlowSound All foreign-language words and conversations can be slowed to 10 - 50% less than normal, so you can learn at a speed you're comfortable with.

** CrossWords** You'll find hundreds of interactive foreign-language crossword puzzles for fun and vocabulary practice!

See for yourself why Electronic Learning has called this program "the most effective and easiest way to learn to speak and understand a foreign language." Order 51 LANGUAGES OF THE WORLD for only $29.95 today! And get entered in XOOM.com's FREE Shopping for the holidays. You never know, you may win 51 Languages for free.

Cordially,

John Tucker
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Appendix 4 Focus Group Notes 12.11.97

Researcher Memo. I began by asking this group what questions they thought I should be asking to get at the essence of their experience this semester? Did not provoke anything worth noting. So, I asked what aspects were beneficial? Did you gain anything from 1. the course 2. the computers?

Elspeth: thinks computers are okay but we need carrels, it is extremely distracting in the lab especially. She thinks using computers has been wonderful because there are 2-fold benefits

1. moving into the 21st century with this medium

2. hearing the sounds at home many times, better than rewinding tape.

Penny likes operating at her own pace.

Alison likes being able to do it (CALL) at home, room to spread out, no distractions

Patrick: can replay oral files time and again.

Joseph question: given only 4 hours teacher-student interaction, should CALL be part of course contact or supplementary reference. If you're lucky you get one to two bits of (teacher) help, one hour work done in two hours. Encroaches on limited amount of hours of interaction.

Alison: liked Wed morning extras, more personal, revision, ask own questions.

Penny: so much extra vocab on CALL materials, didn't have enough time to ingest, seemed like 400 words vocab, very daunting. Needs to be more controlled vocab.

Joseph was blown away by extravagant vocab demands of ANGKUTAN module, which made Penny feel like a failure.

Margot felt like she'd fallen into a black hole in the first week and then in week 2, the screen background was black "so I had it literally confirmed that I did fall into a big hole."

Patrick felt the first semester was very social, all working on one thing but in Semester 2 CALL, lecturer had to answer same question many times over - whether on computer operations or language problems - and people would be idly waiting.

Elspeth not au fait with computers but really wants to learn Indonesian and felt huge pressure of two challenges at once.

Maria peer pressure, others seem to whiz around the computer environment, make me feel inadequate.

Elspeth would call out for Phil's help and wait on the point of difficulty, not proceed independently. Need to force yourself to have faith that it will come.

Denny: overload of Indonesian input and technical complexities at same time.

Elspeth finds she hasn't talked a lot especially independent or spontaneous talk.

Patrick worries that students (NNS) with NNS partners means you will pick up and reinforce errors.

Penny would really appreciate more visuals on interface, more friendly, not just slabs of text.

Rebecca: the big question is how do you best learn? The isolation of CALL is what she hates most.

Penny sat with Di one day and found pairing on the computer far better.

Maria found the technical hassles utterly frustrating and went home one day.

Joseph: Autonomy is fine for other areas, But this is language learning which is communication between at least two people - not one person and computer. The environment of the computer lab is not conducive to conversation even when the activity is supposed to be conversation. Denny says it all boils down to "we can love you but we can't love a computer".

Penny thinks younger people will be far more at ease but *Jacqui* felt stressed by the overload wanted to go home. Needs interaction.

Rebecca felt massively stressed by it, and learned less this semester, actually went backwards. Didn't look forward to it. Nothing to do with autonomy. It's about wanting and needing to be with others, learning with others.

Chloe: vocab huge, lost out on conversation, too much new stuff we hadn't seen before, not prepared for.

Rebecca: ...suddenly thrown at you.

Patrick: Dictionary didn't function properly.

Joseph: in first 6 or 7 weeks, felt learned nothing. But then coming to Wednesday morning felt like a door opened up again. He did double tutes.

Rebecca: Language is talking unless you just want to be a translator.

Lidia: has had lots of computer experience. Felt lost on this CALL. The CALL didn't force wawancara vocab into memory, didn't consolidate. Panic when you see others far ahead, think "oh well, I'm still toddling."

Rebecca: learning blocks, we all felt it.

Maria: The computer unit had (should have???) every student on same screen at same moment - training. Maria wants to learn the language, with the security of moving together. "To learn the language means to talk, to converse. For me, the CALL is for individual study time."

Penny thinks we need focal get-togethers outside scheduled hours. Some want to do that, are doing that. Others don't want to or don't turn up. Depends on motivation, keen enough. Even if only two turn up.

Maria: Web helps with independent outside study. (She feels she? or web designer?) has achieved a lot, impressive.

University of the Sunshine Coast

INT111 Indonesian B Unit Outline Semester 2, 1997

AIMS

The primary goal of the first year units is for students with little or no prior knowledge of Indonesian language to develop a sound proficiency in social Indonesian. In emulating Indonesian expression in all sorts of texts, they automatically must consider Indonesian ways of thinking, behaving and being. This usually gives rise to fruitful discussion of similarities and differences between Australian/Western and Indonesian/Asian experiences, society and life views.

Besides the common course materials and activities, students will develop Indonesian language according to their own needs and interests. This is fostered through respect for individual student contributions in every class, allowing the autonomy to choose your own oral presentation and essay topics, and guidance in locating library and Internet sources on cultural and linguistic matters of interest to students. Ultimately, each student has his or her own language learning history and preferences, and his/her own reasons for studying Indonesian. Lecturers may not be able to cater for all of these but active and autonomous students will meet encouragement and assistance to develop along the lines they choose.

One goal of this course is for learners to enjoy the Indonesian language learning experience, to find intellectual and personal satisfaction, to be motivated to continue their acquaintance with Indonesia and Indonesian beyond this course.

SPECIFIC OBJECTIVES

Students will be able to:

understand Indonesian language spoken at normal speed and used in a variety of commonly encountered contexts and genres, both spoken and written

communicate their own knowledge, ideas and attitudes in basic Indonesian, in both speech and writing

demonstrate knowledge and understanding of diverse aspects of Indonesian cultures and society and the system of the Indonesian language

MODE OF DELIVERY

Lecture One lecture a week is offered, the only session in which English language is used. The aspects covered are:

- grammar (tata bahasa) which will help you to comprehend the structure of the sentences in model dialogues and video transcipts and gradually the way the Indonesian language is constructed and used
- socio-cultural features which are encountered in the language and help explain many language conventions
- feedback on your weekly homework or tests, or frequent errors noticed in tutorials
- opportunity for students to ask about language points or matters of concern

Tutorials

Four tutorials are offered each week, except for the first week of semester one when only the lecture is offered. You should use this first week to become familiar with the print materials or to start to explore the Indonesian World Wide Web site (use a web browser to log on to http://intranet.usc.edu.au/usc/ArtsSocialSciences/int211/)

As with painting a house, the secret to taking part successfully in Indonesian-only interaction is PREPARE, PREPARE, PREPARE. In the first year units, the most important work you can do is to come prepared to tutorials. This means, following the fortnightly schedule (jadwal), read the prescribed dialogues and video transcripts, listen to the short audio recordings so that you come to class already well familiar with the new Indonesian language material to be exploited in that lesson. You may find it helpful to get together with a couple of others from your tutorial group to prepare together. Try to be able to produce a sentence, exactly the same or like each model sentence. That is sufficient preparation.

The lessons are where we activate that passive knowledge in real language use, BOOKS CLOSED, discussing the set texts with each other, discussing the themes as they apply to our own lives, experiences, opinions and situations, discussing Indonesian and Australian societies and cultures in the broad. Students can feel secure that if they do the preparation as scheduled, they will understand and be able to participate in class; they will quite soon be able to discuss more and more complex matters. Students are encouraged to 'have a go', not be nervous of making mistakes, be tolerant of classmates' efforts, help to build a supportive atmosphere.

In most weeks, pairwork activities are also included in the program so that each student can practice conversation with a peer, cues are provided for the particular task, and some students feel more confident away from the gaze of a whole group. At the end of your first year, you will already have a good basic "social proficiency", that is, be able to interact with Indonesian speakers in most everyday situations.

The more students listen to the TIFL cassettes and view the WAWANCARA videos as preparation or follow-up, the better their pronunciation and listening skills will be.

CALL Workshops

One of the weekly tutorials is a Computer Assisted Language Learning (CALL) session. On the Sunshine Coast Indonesian Web site, you will find materials which complement or integrate the TIFL Introductory Indonesian materials used in other sessions. CALL gives you the chance to browse according to your needs, at your pace, calling up grammar support, or an online dictionary, stories, short video clips, interactive quizzes, etc. You can also take part in online discussion with your lecturers, other students, and students from other universities, in an online Bulletin Board or WebChat area. These materials are available in all Indonesian computer workshop times and at other times when library labs or other ports are available or students can pay for extra Internet use by paying the established levy of $2.50 per hour at the Library. You can also use home Internet access, if you have it, to look at http://intranet.usc.edu.au/usc/ArtsSocial Sciences/ int211/ or mirror www.geocities.com/Athens/Parthenon/3524/indoscuc.html

Students may like to start with our "Resources" file, a hotlist of interesting sites to do with Indonesia and Indonesian language (for example, online Indonesian newspapers, discussion groups, newsgroups, universites, individuals' web sites). Any additions students care to make to the Hotlist from their web surfing or searches will be appreciated.

CONTENT

Eight themes derived in part from the TIFL materials (designed by a consortium of New South Wales and Queensland lecturers) form the springboard for our first semester introduction to Indonesian. These

themes present most of the commonplace situations and topics you will encounter when first meeting and mixing with Indonesians. In Indonesian B, they are:

8. Transport	9. Press and Media	10. Love and Sex
11. Health and sport	12. House and Home	13. Contacts and appointments
14. Education	15. Careers and occupations	16. Letters

ASSESSMENT

A wide range of skills are assessed in an attempt to take a comprehensive sample of your proficiency and to offer feedback. Although there is no compulsory pass mark for any one component, students must attempt all assessment items or risk exclusion from the unit.

1. One piece of homework or test (kuis) in class on alternating weeks	20%
2. One oral presentation (5 minutes) in last week of semester	20%
3. One 500 word essay on topic of your choice due on last day of semester	20%
4. Individual oral test (conversation)	10%
5. Aural comprehension test	10%
5. Written exam (2 hours) conducted in examinations period	20%

The awards are based on the following aggregated final marks:

HIGH DISTINCTION	85 - 100%
DISTINCTION	75 - 84%
CREDIT	65 - 74%
PASS	50 - 64%
FAIL	< 50%

Supplementary exams or other arrangements may be offered to students who attain 47 - 49%. All written work for Indonesian must be submitted directly to your lecturers in paper form or by electronic mail. It is wise to keep a dated disk copy or photocopy of all work items. Penalties may apply for late submission unless a valid reason is supplied. Your work will usually be returned to you in the Monday lecture following.

REQUIRED SOURCE MATERIALS

You are required to purchase a copy of the TIFL Materials from the Coop Bookshop. These are the copyrighted property of the Commonwealth Government which gives us permission to reproduce them for you at no profit. They consist of four booklets and one audio-cassette. Copies of the videos are available in the library or may be purchased by ordering through Lynn Foster, the Administrative Assistant in the Faculty of Arts.

Complementary materials will be mounted on the Indonesian Web site for each Theme module. You will have one hour a week (the Workshops) to study these, with teacher assistance available, and you are encouraged to spend as much more time with these materials as possible.

RECOMMENDED TEXTS

Students intending to continue with Indonesian beyond the first year are advised to purchase the dictionaries through the Coop Bookshop:

Echols, J.M. and Shadily, H., *An Indonesian-English dictionary , revised and edited by John U. Wolff and James T. Collins in cooperation with Hassan Shadily.* Ithaca : Cornell University Press, 1989.

Echols, J.M. and Shadily, H., *An English-Indonesian Dictionary,* Cornell University Press, 1989.

Also valuable but not essential:

Sneddon, J., *An Indonesian Reference Grammar*, QUP, 1996

Wolff, J.U., 1992, *Beginning Indonesian Through Self-Instruction,* Cornell University

Further readings for those interested are supplied on the Web site as is a Resources page pointing to Indonesian newspapers, magazines, discussion groups and other resources both in English and Indonesian on the Internet. The Sunshsine Coast University Library is building a collection of Indonesia-related reference materials. Consult the catalogue (online). Inter-library loans can make other resources in Brisbane quickly available to students.

IN-COUNTRY STUDY

Intensive In-Country Summer courses in various Indonesian universities are available through other Australian universities and USC has accreditation procedures for these. It is possible to complete one year (usually second or third year) in six weeks intensive study and have it accredited as part of a degree program in Australia. USC is a member of ACICIS (Australian Consortium of In-Country Indonesian Studies) which organises one-semester and one-year study programs in Indonesia. Students with at least one year of Indonesian study may apply and it is especially beneficial for advanced students considering Honours or post-graduate studies in Asian Studies, International Studies, Indonesian language, and the like. Please enquire.

ABSENCE FROM CLASS

You are expected to attend all scheduled classes. A medical certificate or letter from a Counsellor should be submitted if you need special consideration because of unavoidable absence. Any student who attends fewer than 80% of lectures and tutorial hours without serious cause may expect to be excluded from the unit.

PLAGIARISM

There are severe penalties for plagiarism. Plagiarism is the deliberate copying or use of the work of another person, a student or author, and claiming it as your own. To submit anything other than your own original work for assessment is an act of dishonesty which will lead to loss of marks or preclude an award in the unit. In serious cases, plagiarism may lead to expulsion from your degree course. If you quote or refer to the writings or ideas of others, acknowledge them in the text, footnotes and/or references according to the Assessment Guide and other style manuals available in the USC Library.

ACKNOWLEDGEMENT This course is partly based on the TIFL materials developed by a consortium of New South Wales Universities and published by the Commonwealth of Australia. All Computer Based Language Learning materials have been developed by staff of the Sunshine Coast University College.

UNIT COORDINATOR/LECTURER

Phillip Mahnken, Room A2.24, Telephone 5430 1254, Fax: 5430 1231, Email: pmahnken@scuc.edu.au
Other sessional lecturers, Mrs Susi Rekdale and Mrs Christina Whittington will also be teaching and available occasionally. Guaranteed lecturer availability for out-of-class consultation will be made known in the lecture in Week 2 when the timetable is finalised. In general, you are welcome to try your luck at any time you need help. Email will always get a response, if not immediate.

Special Consideration and Special Examinations

Student Services staff make recommendations for Special Consideration and Special Examinations due to a **severe medical condition or severe personal circumstances** (eg emotional distress) **only**.

Students who wish to make an application for Special Consideration or Special Examinations on the basis of a severe medical condition will need to make an appointment see Di Paez, Equity Officer (Disabilities). Those with severe personal circumstances should be advised that they will need to make an appointment to see Monica Ford, Counsellor.

Students applying for Special Consideration or Special Examinations on **any other basis** (eg weddings, car breakdowns, work commitments, sporting commitments, court appearances, holidays, etc.) should lodge their application directly with Student Administration.

Request for an Extension

Students are also required to see Student Services staff if they are requesting an **extension** on assignments (prior to the assessment due date) for severe medical or severe personal reasons only. Severe medical - students must see Di Paez, Equity Officer (Disabilities). Severe personal - students must see Monica Ford, Counsellor.

Appendix 6 - original was in Times 12 point

"Interactive language learning and computer interactivity"

Research Participant questionnaire

It is appreciated if you give full and frank answers to all questions but participation is entirely voluntary. Your input will help improve the delivery of Indonesian language units and contribute to research. Please feel free to continue on other sheets or the reverse side if there is insufficient space. Your responses will be treated with strict confidence.

Name .....

Could you provide some details about yourself. Just circle as appropriate.

1. Age range	Under 20	40 - 50
	20 - 30	50 - 60
	30 - 40	Over 60
2. Gender	Male	Female

3. Have you learned other languages before? Has that been a help in Indonesian learning? [eg Which languages? How long? Was it a successful learning experience?]

4. Are there any factors in your life experience which have strongly influenced your attitude to or expectations of foreign language learning for better or for worse?

5. Can you describe your expectations of language - What is language in your opinion? What do you expect to be able to do with your first language?

6. Thinking about your answer to question 5, can you describe your **expectations** of a second or foreign language?

7. Can you describe any specific expectations of Indonesian language learning?

8. Can you describe your expectations of second language learning **methods** - what are the best things we can do to acquire a good competence in another language?

9. How would you describe your past experience and level of confidence with computers?

10. What were your **expectations** of Computer Assisted Language Learning before this unit?

[Original 8 lines provided]

11. Are there any factors about your individual learning style or make-up which influence your learning of Indonesian?

[Original 8 lines provided]

12. What things most induce anxiety in you when learning another language?

13. Do you sense that student needs, perceptions and preferences are taken into account in selecting and designing university courses? Please explain why you think as you do

14. What prior learnings, or lack thereof, have affected your learning of Indonesian?

15. Has your attitude to Indonesian language learning changed since beginning this course? In what way(s)?

16. Has your attitude changed since beginning to use the web-based materials? (eg I began open and willing, now very cynical; I was nervous, am now reassured??) Explain why.

17. What is it you really want to learn in Indonesian language? Could you label the outcomes or goals from most important (MI), important (I), desirable but not essential (D). [Include anything which is not yet part of the course as well.]

18. How do you think you would best achieve the things you wrote in question 17? Could you label the methods, strategies or techniques from most important (MI), important (I), desirable but not essential (D). [Include anything which is not yet part of the course as well.]

19. Are there any ingredients (objectives, content or method) of the course you have experienced which are **not desirable and should be deleted** in your opinion?

[Original 9 lines provided]

20. Motivation - what motivates you to work hard on Indonesian? How do you motivate yourself?

21. Are there things other people (teacher, friends in class) do which helps keep you interested?

22. Have the technical problems with delivery over the network affected your attitude to using computer based learning materials? How?

23. What do your think of the layout of the online Indonesian materials (eg. clear, easy to navigate, confusing, attractive, stimulating, etc, or not? Be frank.)

24. Do you feel you actually learn Indonesian through the CALL materials? (Yes/no/sometimes) Explain why?

25. Which aspects of computer usage have motivated you?

26. How much time **outside scheduled workshop times** did you spend on the Web materials or print-outs? Any comments?

27. Do you ever feel lost or lacking clear direction when using the web materials? Can you explain when or why?

28. What does the concept interaction (interactive) mean to you?

29. If given a vote whether to keep using Web or other CALL **materials as part of the course rather than as an optional extra**, would you vote YES or NO. Why?

30. How would you rate yourself as a language learner if 1 is extremely dependent on the framework and instructions of lecturer/tutors and 5 is very independent/autonomous/self-directing? Explain.

31. Are there any questions missing from this questionnaire which should have been asked? Or further comments or reflections you would like to contribute?

I give my informed consent for the information in this questionnaire to be used in the production of a research reports. I understand that my anonymity will be protected at all times.

Signed .....

Date. . .....

Please return this questionnaire with the stamped envelope at your earliest convenience. During early December would be most helpful.
Many thanks for your time in filling out this questionnaire.

Phillip Mahnken - Indonesian Language Lecturer, Sunshine Coast University College
PhD Candidate - Faculty of Education, University of Tasmania

Appendix 7 Research Participant Questionnaire Results 1997

All names have been substituted by pseudonyms

Nadine	
1.	20-30
2.	Female
3.	Yes. I lived abroad from 6 weeks old to 7 years old. I lived in Mexico, Italy and Spain so I spoke Spanish – Italian fluently before I spoke English. I believe it has helped with my pronunciation of the Indonesian language.
4.	Not really. I guess because I know I've spoken a foreign language before and now I can't. I feel disappointed which is probably why I wish to speak a foreign language.
5.	Language is communication. My first language has to be able to allow me to function effectively in my working life, socially and in my relationships.
6.	A second language is still about communicating and depending on whether it is for pleasure or for business determines my expectations. I'm not sure which one I'm learning it form.
7.	No, except to be able to read, write and speak it fluently.
8.	Practice. Living and breathing another language, I believe the best way to learn a language is to live in a country where that language is spoken. Second to that – lots of exposure to it. Practice. Practice.
9.	Very experienced – 10 years. I am confident in using computers as they have always been a part of my working career.
10.	I'd never heard of Computer Assisted Language Learning but I guess my expectations were that it would teach me as much as I would ordinarily learn in a normal classroom situation.
11.	My learning style is probably repetition. I try and associate a new work I learn with some sort of context.
12.	The unknown. Not being able to keep up. Not knowing something properly before continuing on.
13.	I'm sure they are. A university course is for students so it has to suit them. Maybe sometimes students ideas/preferences are not taken into account. I'm not too sure.
14.	I started learning Indonesian without any previous exposure (apart from a school trip in 1986). I think that over half the other students had prior knowledge either from school or some other way.
15.	Yes. At the commencement it was just another language and now I really love it and enjoy it.
16.	I began open and willing but now I wonder about the value of it because I believe that this type of learning requires much more self discipline and self motivation and not everyone (myself included) is that way inclined.
17.	Being able to speak and listen to someone else speaking Indo (MI) Reading and writing (I) Grammar (I) History of Language (D)
18.	Tutorials – Small discussion groups. Lots of study. Practice and Practice.
19.	The computer workshop was OK but not that good.
20.	(1)My desire to learn a foreign language – my enjoyment of it. 2. With great difficulty. But I hate failing so that's my motivation.
21.	Not really. I enjoy working with my fellow classfriends.
22.	Yes. I don't believe I will learn as much and as quickly and as thoroughly.
23.	I didn't find the online computer materials difficult to use. It was just too easy not to do it.
24.	Yes/sometimes. If I persisted with all the activities for one session I would learn some new words.
25.	Being able to use the Internet.
26.	None or very little. I did print anything to take away with me apart from handouts already supplied in lecture.
27.	Not so much lost but because I was in the night class it was usually only one or 2 people and it want' like a real class. There was no push.
28.	Joining, participating, merging.
29.	I think the web/call has its place but it should not replace the normal workshop.
30.	A 2 or 3. I want someone to instruct me and guide me. If I'm left to work on a computer by myself I know I won't do it.
31.	No

Leslie	
1.	30-40
2.	Female
3.	No I have not learnt another language and I think this is a disadvantage at University level as I feel many other students have learnt other languages and I am being marked to a disadvantage possibly.
4.	Not really
5.	Communication in many aspects such as pleasure, work, learning about people and life. Language has many different ways of showing where people come from and what status and class they are from. Whether or not they are educated rough or gentle etc.
6.	My expectations of learning a second language is mostly that I will be able to use it. Also I think by learning another language I have become much more interested in a different culture of people. The Indonesian
7.	I was told before I started the Indonesian language that it was a very simple language to learn. I think this is true. Although I think any language takes a lot of commitment and ongoing interest in the language.
8.	I think by making work seem fun. Not threatening or embarrassing. If you don't know a specific work or words go on to something you do know and feel comfortable with or if asked a question and you don't know feel free to say anything as long as you say something. Grammar lessons need to be more fun than in previous and more time doing than listening to how it should be. Hands on work would be better for me. Made more simplistic and reinforced with simple and fun examples.
9.	I am not totally computer illiterate but I do have troubles finding my way around many simple obstacles. I don't have great confidence but I am willing to learn but not at a fast pace. Although I like much repetition.
10.	I thought it was going to be fun and I thought it was going to give a good variety of new easy and exciting learning skills.
11.	Yes I think my grammar is poor which sometimes can be scary when the teacher talks about a certain rule and I don't know what he means. Also I think I learn a lot better by seeing and hands on or more simplistic methods and I don't know or I don't think this area is met as adequately as it could be in our classes. Although in extra classes held I feel much more of this is being done.
12.	When I am asked a question in class and I don't know what is being said. Grammar sheets in exams. Speeches in exam time
13.	I think I will not comment on all university courses because each one suits different needs and are all set up differently. But for this subject I think a lot of consideration went towards making students happier in learning this language. Because there is a variety of themes and things to do. Separate books etc. Although there is always room for new ideas.
14.	My grammar, another language or experience with a second language. Probably better writing skills and ideas. Talking in front of a class. Travelling to Indonesia would have given me a greater interest. Getting to know Indonesians as a friend to be able to learn their culture more.
15.	Yes I think I thought it was going to be a bit simpler. I think the increases in vocabulary is overwhelming along with the speed of grammar knowledge. I enjoy the culture more than I thought I would. I enjoy the challenge more than when I started although sometimes I feel as though that challenge can turn into a fear that says I cannot catch up with the amount of learning required (mostly memory of words).
16.	Yes my attitude was good. But I have lost a lot of confidence. Mostly due to not being able to access material because I don't know how or the computers are down or I forgot how to get into a certa9in area such as how to copy onto my disk and then print materials I need because it's not in the same text when copies over. I think if these things could be rectified it would make learning a lot less frustrating and time consuming. I seem to always need staff help and this is not always available.
17.	MI. The challenge of learning a second language and another culture. I. Work opportunity
18.	MI Keep keen and motivated. Travel to Indonesia . Have more contact with Indonesians. Make learning fun by introducing more guest speakers or even Susie, Christina and yourself tell us about your experiences of different aspects of each them before we start each one. "Story tell" make a picture, make it fun.
19.	On the exam the part where a word is missing and we have to fill in the blank. Either delete it or give us heaps of trials and help us learn how to do it with confidence.
20.	Exams – study partners; fun entertaining and relaxed class; going out to the Indonesian restaurant for enjoyment. The chat line; Christina's friendliness/Phillip's wit and Susie's Webb area.
21.	Christina's friendliness and care for the students. Phillip's wit and continual persistence in trying to please and listen to every one and his care for individuals and needs. Susie's web site.
22.	Yes. By being a damned nuisance.
23.	Clear, in the beginning it was easy but I am finding it is becoming quite a challenge keeping up with or trying to keep up with the work load. This can become confusing. Yes it is quite stimulating.

24.	Yes a little. I like the test on the computer you have more time and it is less threatening. I also like the change from the books and pictures on the web, although I think maybe we should prepare for the computer classes before we go into the rooms together, (learning actually on the computers (if we can access without delay from technical problems.))
25.	The chat website
26.	Not a real lot but enough to get frustrated trying to print out so many times I would hand write them and take them home to complete.
27.	Yes in the beginning but it got better towards the end. Phil, Lyn and I had a look at Susie's and found it to be a little easier than your material. Maybe you should have a look. I am not trying to start something but it seemed simpler.
28.	It means not writing but instead typing. It means a change from monotonous read the book stuff. It can be more challenging but I think you still need a teacher around to assist where necessary. (This is computer interacting I hope you mean)
29.	I don't know. I think yes but if so, there would have to be a change (from frustration and maybe easier material or simpler set up).
30.	2 _. I like framework because I have a set pattern to set my goal towards for a set period of time without flitting from one place to the next. Instructions are good because your being directed from someone who know more than yourself. But I also like knowing we can get help while taking the challenge of learning new language. I really like study partners. I like the chat line and I like the way the books are set up.
31.	Not about the questionnaire, although Phillip I would like you to have this in writing so you can reference it. Could we please have a vote on who wants the last assessments to be on the same day. Also is there any way we can have the lists of words for the Warracara 2 weeks in advance on a regular basis. Could or is there any possibility of having an extra class or time maybe after the lecture or whereever to go through in a more relaxed environment on any queries or questions about anything. For whoever wants to come.

Alison	
1.	40-50
2.	Female
3.	French at High School – I guess it was successful in that when I visited Paris and areas of France I was able to comprehend/read/communicate in basic French. Indonesia via correspondence – final high school year. Ditto
4.	Parents having lived in Indonesia on two occasions - I holidayed there from school in Sydney. My father studied Indonesian at language school at Point Cook and was a fluent speaker. All influences of a positive nature – Indonesia was a major part of my teenage years.
5.	Language – ability to articulate/convey/communicate opinions, feelings, needs, gain knowledge, between people of the same and different cultures. Have fun and make trips to Bali/Indonesia more meaningful and interesting. Participate in local life.
6.	See question 5.
7.	I expected it to be fun, challenging and stimulating, colourful.
8.	Spend time in Bali!! Or Indonesia! Methods are most comprehensive from the lectures, tutorials and to the computer. Conversation – perhaps view some Indonesian films from time to time.
9.	Confident with the computer – No problems unless technical.
10.	No expectations. I really did not give it too much thought. I just accepted it as an integral part of the Indonesian language unit.
11.	I want to enjoy the experience – I do not wish to find it produces stress or anxiety. Once that happens I will abandon the unit. I am at Uni as an added interest to my life as wife and mother. I am delighted to work hard, however, do not intend to make uni my only consuming interest.
12.	Oral presentations!! Being put on the spot in conversation tutorials – even if I know the work my thoughts go blank. I hate these situations and see no reason to feel obliged to overcome these shortcomings at this stage in my wonderful life.
13.	I guess so!! Obviously not all students will find courses specifically tailored to their individual needs. That's life! I think there appears to be a huge variety on offer. You can't please everyone all the time.
14.	See question 4. I had very basic Indonesian prior to starting at uni and it was fun to realise I remembered quite a lot from my teenage years.
15.	I've realised it requires an ongoing commitment, continual application, complete focus and possibly more than I had originally anticipated. I like the language very much along with the associated memories and experience of the Indonesian culture.
16.	I enjoyed it more once I was out of the group situation and working at home at my own pace – away from the distraction of other students all requiring attention. I found the computer classes chaotic and a waste of a 35 minute drive from home – frustrating and non-productive!

17.	I look forward or anticipate doing a little more on Indonesian culture, politics and economy – combined with the language. I enjoy trying to write with the Indonesian language. I don't really know – I just take it one day at a time and will see where it leads.
18.	Attend the lectures, tutorials and workshops and endeavour to remain focused – listen and learn. Put in more time at home this year. Think Indonesian! Apply my brain to the grammar book - become more confident with conversation skills.
19.	Oval presentations in front of other students. I barely understood most of my fellow students presentations. All they do is cause anxiety for the weeks leading up to presentation thus distracting from one's focus/taking away enjoyment from the actual Indonesian learning experience. I hate them. They worry me!! I am not doing any more.
20.	Doing reasonably well – keeping up with Elspeth. Not wishing to be a failure – or just scrape by – proving to myself I can do it. Justify the university fees and the trips down the Bruce Highway. Making it all worthwhile. Memory of my father doing it at a similar stage of his family life.
21.	1. Elspeth A's enthusiasm and humour. 2. 2. Phillip's encouragement and good nature – comfortable personality – passion and commitment to Indonesian.
22.	At the university – yes – too distracting and time consuming. At home – perfect to date!
23.	Fun, entertaining, easy to navigate and an added dimension to learning Indonesian – makes the experience more interesting and allows me to work at my own pace.
24.	Yes of course. Continued reinforcement of language learning. I guess it is up to the individual to derive their own benefits from this alternative method of learning. How could you not learn from CALL. It makes life more interesting.
25.	I enjoy translating – doing the exercises. Putting the illustrations with the language – sound.
26.	$176 worth on the Telstra bill. Hours and hours at home. What print-outs.
27.	No never!
28.	Student almost able to receive feedback as they work.
29.	Yes! So long as I can operate from home not at the university.
30.	Once I understand I know what we are to do I work independently and in fact enjoy being up-to-date if not ahead of the program. Possibly No 5!!
31.	

	Denise
1.	40-50
2.	Female
3.	I learnt French at high school – 4 years, and German for 2 years. I don't really think doing another language has helped with learning Indonesian – it was so long ago. Apart from giving me some expectation of what it would be like.
4.	My experience in Indonesia strongly influenced me. People in Indonesia were very encouraging and accepting of foreigners having a go at their language. I didn't feel uncomfortable or embarrassed.
5.	To communicate my thoughts and ideas to receive those of others. To share with others. With my first language I expect to participate totally within my community to read, write talk In a clear and concise manner to express myself creatively and to understand symbols metaphors and colloquialisms when others express themselves.
6.	I feel that as I become more proficient in a second language my expectation will also increase. Presently I expect to be able to express my basic needs and opinions, understand those of others. I expect to be able to read newspapers. Once I have reached this level I will have new expectations.
7.	I would like to be able to read newspapers and understand what is happening in Indonesia from an Indonesian perspective. Write letters. Converse with people on common every day subjects. Participate in group discussions and convey my thoughts and ideas. If I was travelling or living in Indonesia I would hope my level of proficiency would allow me to participate in every day life.
8.	1. Conversation particularly with native speakers lots of. 2. Immersion, inundation with the language and all things Indonesian eg magazines, papers, film computer, music. 3. Grammar usage - a good basic understanding and grounding. 4. Pronunciation - particular attention to detail.
9.	1997 was my first year "of the computer". I've loved learning about the computer and feel quite confident. If there is something I don't know it's not a problem. I will just find out. I welcome the opportunity Indonesian has given to to continue with the computer. However, I have reservations about its' value in language learning.
10.	I thought that it would immerse me in language. That I could be an independent, self paced learner.
11.	Interactive learning suits me best. Reinforcement - constantly - I find my memory is not what it use to be. I need to use and apply what I have learnt.

12.	Reading something in which there are too many words I don't understand and I feel hopeless and sometimes stressed. That is when I feel I need someone there on the spot to help.
13.	Yes and no. As beginners of Indonesian there wasn't any official recording or noting of student needs. I felt secure in the fact the staff were more knowledgeable about what was the best way to produce methods. etc. Also throughout the course I feel that Phil has listed to and ingested all students feedback and concerns.
14.	I have been to Indonesia and also attended a few informal lessons. This helped me to feel confident, secure and to know what to expect (to some extent) this year.
15.	I still have my initial interest in Indonesia, the language and culture. That hasn't changed all that much. However, I enjoy the class interaction and bonding that has happened. More so in Indonesian than any of my other classes. The staff - the most approachable and friendlier than any other, the committed students have meant that I really look forward to attending classes. It is the personal relationships developed in this interactive subject that makes it stand out from my other subjects. enjoyment motivates me.
16.	I was anticipating (happily) the use of web material. When I started using it I found it too difficult and too much. I became frustrated and felt abandoned. From starting open and will I became frustrated and didn't enjoy it. As the material was adjusted more to suit student needs I became more comfortable with it. It was still frustrating to being able to get help as you needed it. (waiting with your hand up).
17.	MI Fluent at conversation - listening and responding with correct pronunciation. I Being able to read and write (newspaper level) D Perfect at grammar
18.	MI More speaking practice, contact with native speakers. I Immersion activities offered eg computers, movies, chat sessions, access to more reading material eg short books, picture books, magazines, newspapers, lounging corner in the library.
19.	Not really. The T.I.F.L.E.? (dialogues warancara) give a middle class upper class view of Indonesia. These should be augmented with other attitudes views.
20.	The supportive enthusiastic environment of staff and students motivate most. The accessibility of Phil to discuss and help . My anticipation of being able to speak Indonesian, travel and share in a foreign language and culture. I am looking forward to doing in country study this is very motivating.
21.	Friends and teachers sharing their experiences in Indonesia helps to keep me interested. Other student sharing their progress and difficulties also help to keep me interested. It is the most friendly and interactive subject I take.
22.	They have (ie the problems) frustrated me but have not affected my long term attitude to computer based learning. I actually enjoy learning how to overcome these problems.
23.	The layout is attractive, stimulating and interesting. Initially some was confusing especially getting two things up on the screen together.
24.	No but it was a good extension activity. Especially initially the level of difficulty was too hard. I could only complete the work by printing it out, taking it home and using a dictionary. Too much unknown vocab often unsupported by dictionary. Listening activities were useful as they could be repeated as required. Could the dictionary be activated by highlighting an unknown word.
25.	Mainly the WWW access. Loved surfing the net, chat sites, newspapers. Also I had several Email pen pals that was a great motivation.
26.	Probably average up to 5 hours.
27.	I didn't ever feel lost as to what was expected of me. I felt that in class though there was not enough personal assistance when I was stuck because I had to wait in turn to be atte4nded to. It was more needing assistance with the actual material.
28.	Interactive to me means a two way thing ie the computer responds to the user. I would have liked the computer to respond more eg highlighted words - dictionary, more sound, feedback, help.
29.	No as 2 hours of contact time would rather interaction - conversation with a native speaker. Yes in a more limited way to consolidate not new work. and Yes as an extension activity.
30.	4. I am independent however the enjoyment factor makes me prefer lectures and tutorials and contact with other people.
31.	As I was saying on the phone - optional extra activities etc would be great. Maybe an Indonesian Students Association would fill this gap to provide movies, chat groups etc. Also who do Japanese students have more contact hours?? Suggestion if you have a few thousand dollars spare - a satellite dish to pick up Indonesian TV stations.

Maria	
1.	40-50
2.	Female
3.	English – Spanish – (own language) Finnish Indonesian – I has been the first foreign language I have been taught; but having the knowledge of the other foreign languages was of great help.

4.	Studies in International Business has enhanced my desire to learn foreign languages in particular, Asian Languages
5.	Language in my opinion is a form of verbal communication. With my first language.... Either Spanish or English, I would like to be able to speak, write and read.
6.	My expectation of a foreign language is being able to send a message across and being understood. Writing skills in my opinion, are not as important as reading skills.
7.	To be able to understand the concept of the differentiation; ie, nama saya instead of.. saya nama
8.	Lots and lots of verbal practice. Repetition and repetition. In my opinion, the knowledge of a foreign language is not how much one knows but how well one knows; quality rather than quantity
9.	Nil! I am not interested in technology. Although, I know that computers are "the thing" of the future, I would lose interest in learning any skills if it needed to be computerised.
10.	I had no expectations, but neither was I looking forward to it.
11.	Naturally. But being able to speak Spanish and Finish, the concept of the Indo grammar wasn't at all overwhelming.
12.	I would like to be able to increase the vocabulary at my own pace. Loaded with vart words and not being able to put them in context (grammar) would induce my anxiety.
13.	To some extent it does. But if students do not speak up, then it would be entirely up to the university.
14.	Being a full time student and having other 3 subjects to perform to. A language in my opinion, to fully grasp it, should be study alone.
15.	Yes. At first, the novelty of my 1st Asian language. The computer based teaming of Indo set me right off. I found it to be a waste of time if one wasn't familiarised with computers. I felt, wanted to learn Indonesian, not computers.
16.	Yes. I felt I didn't gain as much as before.
17.	International Business (I) Knowledge (D) Asian Culture (I) Challenge (D)
18.	I couldn't comment on this one.
19.	Less time on the Web perhaps. A whole 2 hour tutorial on it is in my opinion, a bit too much.
20.	I like foreign languages. Once you know a foreign language, I feel through my own experience, you want to learn many more. Phillip is also a good teacher and very approachable.
21.	The lectures and tutors of Indo are very helpful and approachable. They do show concern in the students interest of methods to learn the language.
22.	Yes. Frustration above and beyond other frustrations of comprehending the language on its own.
23.	A bit confusing at first. But too many hours wasted before one became a bit 'at ease' with it and was able to navigate with it.
24.	I found the dialogues gave me the most benefit.
25.	None. Maybe having free access to the internet which in fact, didn't get to use it.
26.	I spent as many hours as I could on print-outs and weekly work; but very seldom used the Web outside Workshop schedule.
27.	Yes. I first don't like the thought of learning a language through computers when I feel that pronunciation practice would be more beneficial. Besides, I do not like computers.
28.	To me it means some form of communication, either verbal or non-verbal. However, by interacting in the process of learning a language, one gets to have or gain practice.
29.	I feel that all the material is beneficial; perhaps some material benefit some students more than others. However, the Web appears to me not to be a form of interaction and perhaps I would vote for less time to be spent on it.
30.	3 to 4. As I stated earlier, I would like to be able to choose my own vocabulary at my own pace. As for the grammar would be the only thing that I would rate 1 and I would like to see it from an early start.
31.	I think you have well covered it Phil. It is a pleasure to have contributed filling this form. Sorry to have been so truthful. ; I hope all the best with your PhD Phil. I'll see you on campus.

Chloe	
1.	30-40
2.	Female
3.	Yes I studied French until grade 11. No it didn't help me to learn Indo because without thinking I'd say a French word instead of Indo eg 8 Kut - listen (in French or Merci instead of Terima Kasie
4.	No
5.	To understand what is being said and to be able to talk back fluently.
6.	To speak fluently and to remember the language.
7.	That Indonesian would be easier than it actually was.
8.	Plenty of speaking practice
9.	Excellent

10.	Different. I've never had to learn a subject from a computer.
11.	I'm good at memorising new words, although the high volume of new words every week was huge.
12.	Speaking. I can read and understand text very well. I can understand with limited ability hearing the language.
13.	Yes. Although we've been guinea pigs, you are listening to us and you are very willing to help and adapt to promote a better and improved learning experience for future students.
14.	None
15.	Yes. I have more respect for people who can speak more than one language.
16.	I began eager. Now I use web-based materials less because my learning is limited from these materials. I learn more from the books.
17.	MI to speak Indo fluently; MI to understand someone speaking to me; I the written language.
18.	MI - to speak the language daily.
19.	Less computer aided learning and more small group work.
20.	Understanding how sentences are constructed. Remembering and being able to use new words I have learnt.
21.	Small groups of 6 are great. Christina was GREAT. We always had fun as well as learning in the tuts.
22.	This is the first time I've had to learn from a computer. I like it but I'm just a book-learner. That's how I learn. I am sure when young students who are taught at school on computers come through, it will b e received much easier.
23.	Very clear and easy to follow. The work on line was extremely well done.
24.	Yes I enjoyed the listening/sound exercises.
25.	Being on the internet. Clicking on to various icons to get to other pages/work. Having the dictionary on screen.
26.	Some
27.	No. I enjoy very much exploring with computers. I enjoyed finding my own way around.
28.	Person to person in small groups.
29.	Yes as long as what we learn in the books is in the computer not used as extra work. It just seemed that not only did we have the book, tape, video but also the computer. Perhaps too much.
30.	3 I need instructions, lecturers, and tutors. I am self motivated enough to study and learn with self direction.
31.	

Denny	
1.	over 60
2.	male
3.	At school - until 18 yo German to leaving honours - German being recommended as desirable for scientists and engineers. French - to intermediate level and of course Latin for many years also at school. As European languages they were of little or no value for understanding Indonesian, except for appreciation of grammar. I still remember scraps of German - but as a learning experience it was a dead loss because we gained no skills in conversation at all. Emphasis was on grammar and translation as I remember. Nevertheless my limited knowledge of German was useful occasionally in scanning German scientific journals and papers may years later and on a visit to Germany.
4.	Latin was always tedious - we had tedious teachers. French was simply irrelevant to our schoolboy experience. German had promise of being useful as I had been streamed into Maths and Science. Nevertheless I was always interested in language - realising it was essential for communication and human interaction and understanding generally. For instance before travelling overseas I attempted a short adult education course in both Russian and Chinese, and greatly appreciated the opportunity that gave me to learn something of their cultural aspects and their intricacies of sound and expression - as well as their concepts. AND Kucking (sarewak) 1945, subsequent visits to Bali; various Indonesian studies in Melbourne. especially Applied Language unit at RMIT. Also Year 10 at Emmanuel Lutheran and U3A on Sunshine Coast
5.	Language is an expression of self in fact a project of self and thus a means of communication with other beings, which hopefully can lead to understanding and appreciation of our neighbours and the world we live in. Language is also the means for expressing ideas and conveying information.
6.	Read and understand the written language. Understand the spoken language. Understand and appreciate the associated culture. Achieve some simple conversational skills.
7.	As above but this is quite different to what it would have been some 10, 20, 30, 40, 50 years ago, ie to travel and /or work in Indonesia, by achieving some fluency in the language(s).
8.	To study, travel on line in the country ie to be immersed in the country and exposed to the language and culture. Failing that –conversational classes, or being "apprenticed" to a native or other fluent speaker in the language. Plenty of reading material and access to the literature of the country.

9.	I never needed to know computer language in my working career and never really coped with the associated jargon – nor felt any desire to go deeper into it. My needs were met by the word-processing Ability of the computer. The Intro to IT unit at SCUC was of little or no value for gaining "hands-on" skills, especially as the system itself had (as it often turned out) inbuilt unreliabilities! A good, reliable computer at home would have made a big difference (an essential pre-requisite?) My faithful old Amstrad was excellent as a word process, but was incompatible with SCUC and finally broke down! Sad because it had a good printer too.
10.	I went into it with the interest of an innocent (but interested) bystander but with my lack of computer (hands-on) skills and the frequent failure of the system itself that interest – for me- was swamped with frustration and anxiety arising from the lack of results in comparison with the time spend at the screen.
11.	I believe that I am generally a "slow learner" but usually compensate for this by "hanging in there", because of my interest in the language and the people of Indonesia and their history and culture.
12.	Lack of listening skills. I have more patience in coping with the written word – in my own time and at my own pace. Lack of vocab is sometimes frustrating, but ultimately exciting as I find new words and phrases – often followed by frustrations when I don't remember them.
13.	Generally, yes. Bearing in mind the vast spread of age experience and interests in the student population – and their diverse goals ie whether seen as necessary or desirable for a culture career – or just another subject. I don't know what happens at schools re guidance on study and career paths, but I believe University certainly needs to be deeply involved at this stage. The difficulty – as ever- is overload due to the requirements for the various units and the (sometimes) idiosyncratic demands of different lecturing staff.
14.	Interest from previous contact with Indonesia (during the war) and subsequent intermittent, but continuing interest in this developing country as our neighbours. And of course, my own more recent visits to Bali and making friends there, especially our meeting with young people training in hospitality and our tortured conversations with them.
15.	Deepened my interest and my desire to read more. I have gained greater interest in the structure of the language, but am somewhat non-plussed at the different levels of language, ie formal and informal (street language).
16.	Overall frustration because I felt unable to really come to terms with it, especially my inability to move freely about the computer ie which buttons to push, for what results – that sort of thing. I find it easier to cope with book and paper, rather than the more transient script and images on the screen. This seems to add up to practical skills, but it was compounded by the system not being able to live up to its promise. Maybe, one day, when I have my very own, hopefully reliable, computer?
17.	MI a. Being able to read Indonesian writings b. Being able to understand the spoken language – I feel this is still well beyond my inherent ability to do just this. . Carrying on a simple conversation . Being able to write well and express more complex ideas. I Participation in conversational and tutorial groups D Anything on culture, present day happenings, history.
18.	MI a. As in 1 above – any available readings especially magazines, newspapers etc - radio and tapes and TV - conversational groups . Visits to Indonesia . Meet and/or host Indonesian visitors I Visiting speakers – whether native or other people who have worked or lived in Indonesia. (Aim for information and to stimulate interest) D An Indonesian day or theme day – conversation or discussion on a selected topic. Use of film or documentary with subsequent discussion.
19.	Use of big lecture theatre for small groups is not a comfortable learning/teaching situation. Also, tutorial rooms are not always well set-up to encourage and/or improve communication and interaction.
20.	Fun! Life is often too serious. Interest. Words – I have always enjoyed trying to solve cryptic crossword puzzles.
21.	Expanded opportunities for discussion on lecture topics.
22.	Not being familiar with use of computers I found time in front of a computer was frequently exasperatingly unproductive. With a heavier lecture load I would have found it quite impossible. On the other hand it could be a useful optional extra, but not as a main means of teaching delivery – perhaps like recreational reading or browsing in the library – an optional "fun thing".
23.	It was like driving a car while trying to read and follow a map at the same time – the two skills were incompatible and the outcome uncertain, with the ultimate destination quite elusive.

24.	The necessity of developing 'navigating skills' prevented any sustained enlightenment. I guess I still prefer to see it all on paper that I find much easier to handle than being saddled to a computer. I found it all quite 'bitty' although interesting and useful in spots, but difficult for met to get the whole picture – until I see the print-out.
25.	The possibility that sometimes it may all come together – hands-on and learning experience – but seldom did the twain meet.
26.	Several hours on several weekends – mostly ending in frustration due to my inability to master the art of navigation. Images generally all too ephemeral for my liking.
27.	Hold-up and time wasted when I 'pushed the wrong button' or didn't know which button to push to achieve a desired result.
28.	I guess it's the classical stimulus – response model for which the stimulus must be clear or sharp if a productive response is to be gained. For me, that is ideally face to face rather than face to machine.
29.	Yes – but only after a comprehensive introduction to the computer and how to use it. I was disappointed that the system didn't live up to its promise, especially with all the work put into its development.
30.	1-3 because 1-2 – yes you need the structure and guidance of lecturer/tutors (partly this is because it is the traditional way that I was always taught in the past) 4-5 I enjoy puzzling this point with help of dictionary and assorted references and direct communication whenever face to face is possible with native speakers etc.
31.	. Can't think of further questions. All most comprehensive. . Comment Overall experience has been great but with failure to land HECS payment I am presently uncertain that I will be able to continue study.

Sean	
1.	20-30
2.	Male
3.	Yes, both French and German for one semester only at Burnside High School; Year 9 – although I did enjoy learning these languages, it was not long enough for me to appreciate whit it would be like to speak another language. This was not helpful in learning Indonesian because of the time span.
4.	Learning a foreign language has been rewarding, although trying to devote enough time each week to revise material can be difficult. What has strongly influenced my attitude and expectations? Employment opportunities (eg AFP), show off to others, the dramatic rise in economic power of Indonesia and a number of states in this region are becoming the new contact of the world) in terms of economics, political and cultural activity. New power centre of the world. All future action and opp.
5.	My only expectation of a language is to have a high degree of proficiency in communicating with others. Language in my opinion is a particular form of sounds or words used to express thoughts or feelings to others. I expect to communicate clearly what I wish to express when meeting and mixing with others in all kinds of situations and environments.
6.	To develop a sound proficiency in trying to communicate with others. Able to understand one another.
7.	How to speak properly, this is an area that I need to work on. Hopefully in country study will offer more opportunities for face to face interaction. Able to focus all on one area of study. Ie no other subjects..
8.	Although academic study of Indonesia provides a good starting base I feel learning Indonesian in its lived context will provide stimulus, better immersion within Indonesian environments. You are forced to learn how to speak.
9.	Sound
10.	Never really gave it any consideration.
11.	The only factors that influence my learning of Indonesian, is studying three other units. Very hard to set aside time each week to revise weekly material and to practice speaking it. Although weekly assessments is a means for completing weekly work.
12.	When I know that you are going to ask me a question while you are lecturing. Not that I mind. Keeps me on my toes.
13.	In my case yes. I was wanting accreditation, so there was negotiation between myself and the university in determining what courses I needed to complete.
14.	I really don't have prior learnings for it has been a while since I last learnt a language. Also I have not travelled overseas, nor having the chance to explore the wide range of relationships available within another culture.
15.	No, although I have greatly improved.
16.	I feel through interaction in face to face tutorials and workshops are more effective for learning a language. Although, web based materials does have potential for students who wish to do external studies.

17.	Just to develop a sound proficiency in social Indonesian eg grammar, writing, reading, translation and conversation skills.
18.	With academic study of Indonesia put into practice through in country study programs. (Shane has huge expectations of in-country study, "in context, in the culture", "I'll make it work". "The basis here will give me the confidence to plunge into it there. Won't feel intimidated".)
19.	There was, but when you provided weekly translations this was considerably helpful, giving more time to learn and speak the language.
20.	For this semester, to finish with a credit or higher (wishful thinking) to help maintain my overall GPA of 6 (almost), also to learn and show off to my friends and the fact that I never give up on anything.
21.	When the class is conducted in a manner that people are having fun and enjoying it. I like going off track and the teacher and class students talk about their own experiences of living and visiting places overseas.
22.	Yes it can, particularly when I though I lost the exams which I sent through E-mail. Usually I don't let problems or negativity affect my attitude, always like to think positively. What are the good things to come out of bad situations.
23.	The goals and layouts of the course is well explained. Also you are very flexible Phil, which can help when the pressure is really on.
24.	What are CALL materials? I hope I don't sound stupid in asking.
25.	Quizzes
26.	Not a great deal unfortunately. Always too busy.
27.	Yes, because everyone works at different speeds.
28.	Face to face, the process of two people acting on each other.
29.	Yes, as an optional extra.
30.	3- best of both
31.	No not really Phil, you have pretty much covered everything, although I would like to say that everyone believes that you do your best and always there, whenever we need your help. You really care for us students, it really show. I thank you for all your help and look forward to helping you with first year students if my time permits me to do so.

Aileen	
1.	Under 20
2.	Female
3.	German in highschool years 8-12. I found it enjoyable and I was successful in my grades
4.	My brother studied Japanese at Griffith Uni and lived in Japan for 1 year with his wife and 2 children. He teaches Japanese now, and is going to Japan this year for 12 months to teach English.
5.	I expect language to help me understand different people and to help me communicate my needs. I believe language is the means to communicate.
6.	To help me understand people from different cultural backgrounds and to communicate.
7.	
8.	Practice speaking and listening
9.	I am a confident computer user and have used them throughout my schooling.
10.	I thought we would have the same tutorials and workshops as before, but with computers to use on our own for individual study.
11.	I am generally a shy person and the personal nature of Indonesian language learning has helped me make friends.
12.	When I watch the Indonesian News on SBS and I can't understand what they are talking about and when I try and read a newspaper and I have to look up words in the dictionary all the time.
13.	Generally, yes. It is hard to suit everyone.
14.	I had no knowledge of Indonesian prior to Sem 1 1997 and I was not disadvantaged.
15.	My learning progressed from simple word recognition to grammar. So my cognition requirements changed and I still need to learn more words so I became frustrated.
16.	I began open and willing and still am. I had trouble with the web-based materials because they were so involved and I had no hard copy to go away with and go over.
17.	MI - to learn to comprehend spoken and written and to speak and write Indonesian. I - to understand Indonesian culture and customs and lifestyle
18.	MI - to do impromptu guided conversations MI - to do listening exams D - perhaps to record the news and play a segment a couple of times to comprehend it. MI - weekly written papers.
19.	
20.	I don't really know.
21.	The class is always very relaxed, comfortable and talkative which I find helpful to keep me interested.

22.	There were a few problems, these were a little frustrating.
23.	I found the layout easy to navigate.
24.	I found the section that had questions and answers good, because I need to know if I'm right or wrong straight away. I found that by the time I got results from the quiz I'd forgotten the questions.. and usually there were so many new words which was confusing.
25.	I liked the question and answers and I also liked chatting in Indonesian on the web.
26.	Not much because the materials were often complex and I'd need help so I didn't use them much. It might be better if the computer had simpler revision things as well, to be able to read everything in a unit would be a boost.
27.	Sometimes.. when I couldn't understand the materials.... When there wasn't enough time to finish the materials.
28.	What I do on the computer will provide a certain response.
29.	Yes – because they let us know that Indonesia is actually used out there in the world. Rather than simply learning by memorising words and talking to each other, we get to use Indonesian in real circumstances.
30.	2 - I am not good at directing myself because I have poor time management skills.
31.	

Elspeth	
1.	40-50
2.	Female
3.	Yes. Italian – intensively 1 year period prior to going to Florence for 2 months course. Then on/off over 10 year period. No practice so not really successful. I believe living in Malaysia in early 70s has been help with Indonesian.
4.	Yes. Growing up in PNG, hearing other languages spoken. Also 3 years in Malaysia. Oh. Yes my mother spoke French but had no one to speak to in French very much in Port Moresby.
5.	Language is communication. I hope through speaking Indonesian I am able to better understand the Indonesian people, their culture.
6.	Sorry I answered question 5 for question 6.
7.	If this is an expectation I would like my three children to be learning a foreign language and learning about another culture through language
8.	I thinks the best method is talking as much as possible in another language. Even perhaps repetition. The thing I notice is how a sentence required for first semester presentation still rolls off my tone so easily.
9.	During the late 70s and early 80 I worked for Ansett using ADT's (VDUs) which helped when I did the Intro to Info Tec in 96. I'm not really confident but am willing to learn.
10.	I had no idea it existed though it should not be any surprise as I had studied language previously using tapes.
11.	I am constantly looking up words in my dictionary – I won't rely on "perhaps it means" and I think this may be a hindrance. But if my dictionary was a man I would sleep with it.
12.	When asked a question and I misunderstand. Understanding when spoken to – not wanting to look like a complete idiot.
13.	I am sure they are – can't talk for all courses but certainly the ones I have taken have tried.
14.	As mentioned before, living for a time in Malaysia helps. In fact, as a child in PNG I had quite a bit of contact with Indonesian and Japanese people as my father was in forestry.
15.	No. I always knew I would enjoy learning Indonesian. I have always felt confident if I didn't understand something I could get help.
16.	No nothing has changed. I still find it a challenge but even though I get rather frustrated I see it as an adventure. I will conquer!
17.	Swear words!! Sorry but I don't understand the question.
18.	
19.	
20.	It is easy to study when you really enjoy or are very interested in the subject. That's my motivation with Indonesian. I see you talking to Suzi and I want to be that good.
21.	Hold on! Maybe I'm not seeing clearly. Maybe that's why I am so passionate about this subject because you, Suzi and Christine keep it interesting.
22.	No - I see them as teething problems that will be fixed. In fact I see it as a learning experience also.
23.	I have to admit I'm not entirely sure I know what you mean, but if it is how we click on symbols etc – they are fine.
24.	Do I know what CALL is???
25.	

26.	None, I found it impossible to get on a computer unless it was our workshop times and with children it is not possible to come after hours.
27.	No not at all. But I will really appreciate if when I can access uni website from home.
28.	
29.	Yes
30.	I am 3 – I really enjoy getting into my books but am not yet totally confident with my knowledge. As you well know I constantly pester you by Phone.
31.	

Rebecca	
1.	Over 60
2.	Female
3.	French and Latin 55 years ago – for 2 years. I enjoyed the experience. Learning other languages gave me the understanding that other languages have different sentence structure, different grammar, not just different vocab.
4.	I have wanted to speak another language for a very long time. Living in Japan for 2 years when I was 21-23 was a factor, living in very multicultural Melbourne was another, going to Bali another. Knowing so many bilingual people in Melbourne gave me the expectation that learning another language was possible.
5.	(Verbal) Language is one of the modes with which we communicate with each other, language and tone being the others. Language reflects the culture language is contained in culture and culture in language. If I use my first language effectively I expect to be able to communicate with clarity.
6.	I want to use it to become closer to the people of that culture to understand them and their culture better and for them to understand and feel closer to me.
7.	To strengthen the friendships I have with people in Bali, to make friends with those in other parts of Indonesia. To understand Indonesia – our closest neighbour – better.
8.	Practice! Speak in the language continually, daily, without fear of making mistakes. Listen! To the language being spoken by competent speakers. Role playing
9.	Nil – I forget – in 1975 – the last year of my BA in States we graduated from slide rules and logs and calculators to computer and a bit different to today.
10.	I was hopeful I would be able to master using computers for language and learning.
11.	I am a very effective communicator in English therefore I expect to be able to become efficient in Indonesian, given enough tuition and practice. I learn best through interpersonal interaction. On the Junger Personality Scale, my very high scores are in feeling and intuition. My very low scores are sensation and logical thinking. On psychological tests for mechanical comprehension and special perception I score extremely low.
12.	Computers! Nothing else. I enjoy the process as one of enjoyable challenge.
13.	Sometimes our present lecturer is very aware of the need to. Of all my education experience, the only time students needs were really taken into account was in the B.Ed – Counselling at LaTrobe.
14.	I have a long history of successful achievement as a student – I have high expectations of my abilities.
15.	No. Having studied the language previously my attitude was realistic. In enjoy learning Indonesian as much now as I did previously. (except CALL!)
16.	Yes I began open and willing, although nervous. I expected (hoped?) to come to terms with using a computer, but that did not eventuate. I think I am quite disabled when it comes to using anything mechanical. It was a very negative experience for me.
17.	MI - To speak fluently MI - To be able to read journals, newspapers etc MI - To be able to write letters with complex ideas well expressed. I - To understand culture, history, ethnic differences etc.
18.	MI - Role play, pair work Question and answer with tutor I - Lecturer on grammar D - Talks about current affairs in Indonesian – visiting speakers.
19.	I would be much happier without CALL but I understand and accept that it can be useful for other students.
20.	I just am motivated! I have had a great desire to become a fluent speaker of Indonesian.
21.	When we have activities in tutorials that involve speaking and listening.
22.	They have just added to my frustration and sense of ineptitude.
23.	It is all a confused mess to me!
24.	NO I can't think of one word or part of grammar that I learnt. It felt like driving with the brakes on. I had to make up for lost time with private study.

25.	None
26.	None
27.	Always.
28.	People talking (with oral speech), face to face
29.	**NO** It felt like a terrible waste of my time, my motivation and energy. I had to work extra hard outside of class hours to make up for the lost time.
30.	I am a good well motivated independent learner. I learn best within a structured framework. This is not a useful scale for me. I do not equal wanting a structural framework with being dependent. I believe you have confused two questions here. You have equated liking structured framework with being a dependent learner. This is a false assumption. I think this is actually 2 questions. () I prefer structured format .... I prefer open endedness 1 >>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>> 5 () I prefer to depend on my lecturer for guidance ..... I prefer to learn for myself 1 >>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>> 5 I think the term "extremely dependent" has derogatory overtones. In the Myer-Briggs scale – (I feel anxious without it) "J's" prefer structure and closure. "P's" prefer lack of structure (usually hate structure) and open endedness.
31.	I regret that my experience with CALL was so negative. It was not for want of trying. I twice enrolled in IT courses but with dismal failure. I expected and hoped to do better. The other aspect is that I sadly missed class interaction in BI. Both with tutor and students. My idea of learning Indonesian (probably anything) is talking. That is how I learn and what I most enjoy. 'But keep it up – I will persevere. I loved all the other aspects of the course and I am very pleased with my progress in writing and reading. More talk please!!! Call was the only negative learning experience I have had in my life. I remember learning to drive a car (manual) being difficult but I eventually succeeded. I guess I've always studied things I knew I could succeed in! But for all my negativity about CALL it has been a great year. Thank you very much.

Melanie	
1.	20-30
2.	Female
3.	French for 6 months. Japanese for 6 months. I found French extremely easy; Japanese impossible to learn. I don't think that this previous experience was any help in learning Indonesian.
4.	I have travelled in Europe and realised the necessity of having another language as "insurance:. Many, if not most people in Europe speak more than one language, which made me want to learn each language, in order to more fully experience and understand each culture.
5.	Language is to me a means of communicating. Once the communication is lost, nothing can be achieved.
6.	I would like to be able to work and live in another country and speak fluently with both languages. By learning a language of where you are working/living, I feel it shows that you respect the people and their culture. I would expect that a second language would be more difficult to learn as everything about it would be "strange".
7.	The only expectation I had about Indonesian was that it would be much more rational and easier than Japanese. Actually my brother had learnt Indonesian before and had hated it, but any fears I had were very soon dispelled.
8.	Immerse yourself in the language and culture. The best way to learn is to learn in the country you intend to study. You learn the language because of necessity – the communication thing again.
9.	I am confident and feel comfortable with computers due to at least 5 years of constant association with them.
10.	None. I didn't even think about it.
11.	I found it very beneficial to view the videos and follow the transcripts. The more talk, the better.
12.	No knowing every word. Also learning the words in a way which will keep them in my head worries me.
13.	If student needs etc were always taken into account, a degree may not mean as much. If you try to please everyone you will finish up pleasing no-one. Many times I think that courses are structured to coincide with many factors, such as current technology, business needs, competition with other universities etc. It is possible that uni courses do take students into account with workloads.
14.	No prior learning of Indonesian. I have always loved study and had no qualms about a language. I see It as a challenge.
15.	No

16.	I don't mind the idea of computers as modes of learning anything. That hasn't changed. However, I would be inclined to use this method as a sideline to interaction with people.
17.	It is (MI) for me to speak everything fluent as I would be working in that particular environment.
18.	Best method talk, talk, talk (MI)
19.	No. Everything is necessary to fully learn the language properly. Ie lectures, classes, interaction.
20.	My motivation is from the fear of falling behind in the class. Once I have fallen behind in one section, the domino theory occurs. I am also motivated by the fear of failing.
21.	Teacher enthusiasm. Competition (subtle though it may be) to know/learn/speak etc more than others.
22.	No these things will happen to computers. They are inevitable; they are generally always solvable.
23.	Bright and interesting. Speech is clear. Navigation occasionally confused. Generally stimulating.
24.	Sometimes. Often I get caught up by the amount of new words and spend most of the time looking in the dictionary. However, the material is stimulating enough to ensure something is learnt every time.
25.	Individual learning. Being able to redo pieces not understood. Unlimited time limits.
26.	Hardly any. I should have done more. It was possible as the computers are relatively easy to get at.
27.	No
28.	Where two parties (people usually) communicate with each other.
29.	Yes. Only if there was still the interpersonal class discussions. I think it is important to continue to use the internet etc. It encourages personal learning and there is a lot of information available to browsers that would not be if we relied solely on published material.
30.	2. I personally need a structured system in order to learn. Language is also a subject which I can't teach myself.
31.	Having completed the last 6 months of Indonesian study without the advantage of lectures, I realise the importance of these sessions.

Jeremy	
1.	20 – 30
2.	Male
3.	No, I haven't learnt another language before.
4.	No
5.	Language is a communication tool.
6.	To be able to communicate with native speakers of Indonesian
7.	See Q.6
8.	Practice speaking and reading a lot.
9.	My level of confidence was and is quite good.
10.	I didn't have any.
11.	I need a lot of class interaction with speaking.
12.	Giving speeches in Indonesian.
13.	Not always. Some subjects require you to buy textbooks that are only used a couple of times during the course.
14.	Merely a lack of learning of Indonesian previously has hampered by present learning.
15.	Yes it is getting harder.
16.	The only problem I find is that I felt that I do not have enough opportunity to speak Indonesian.
17.	I want to learn to speak, write and understand as much as possible.
18.	
19.	Perhaps slightly less computer work/time.
20.	Wanting to understand and learn the language and also to pass.
21.	Yes, but nothing I can list.
22.	No
23.	Mostly clear and easy to understand and navigate but it does sometimes get confusing
24.	Yes it enforces material we have learnt and adds more.
25.	
26.	
27.	Yes the dictionary could have a lot more words in it.
28.	Not much
29.	No optional extra would be better because personally I need more time speaking.
30.	3. I am middle of the Road. I am dependent in some aspects and independent in others.
31.	

Jan	
1.	Under 20
2.	Female
3.	I studied Japanese for 2 years in Primary School and 1 year in High School. I don't remember much just some of the symbols they use to write and the basics of the language. Like how to introduce myself etc and a little of the culture. It didn't really help or hinder my learning of Indonesian.
4.	I was getting A/s in Japanese so I thought I would give Indonesian a go (ie I should be able to handle it). I have always had an interest in Asian languages especially due to a strong desire to learn about the Vietnam war, I want to do nursing so I thought I should try to learn at least one or two languages for foreign patients in Australia and if I travel for work or pleasure. Meeting foreign people and seeing them being uncomfortable and struggling to communicate also influenced me to learn another language as it must be scary to be in a different country and not be able to understand or be understood.
5.	With my first language I expect to be able to communicate with people in a way that will be understood by all people with English as their first language, and help those who are not so good with English (whether they are foreign or just cannot grasp the rules etc easily i.e. children)
6.	Language is communication. I expect to be able to talk with people (at the very least introduce myself and say hello) and understand the basics of what is being said. You don't need to understand every word to talk with someone, and like I said before, put them at ease (if in Australia). I also expect to be able to get by in their country with what I already know.
7.	To be able to get by if I go to Indonesia. To understand an Indonesian visitor. To learn about some of their culture.
8.	One on one learning. Hearing someone speaking Indonesian for most of class and being able to ask questions. Going through our books and reading out the conversations (in pairs). Doing some everyday. Learning a certain amount of words and rules per week but not as many as is asked now. Talking things out. A lot of partner work is good. 700w essays are fine but it is hard to think of something to write. Maybe translating a passage would be easier (using words that we hare learnt if possible) than trying to think of something to say. I have a lot of trouble thinking of something to say. Orals in front of the class are not good for some people's confidence levels. I have had to do orals many times in high school and it did not build my confidence, if anything it depleted it.
9.	I have very little past experience with computers (programs etc). I do have experience with Wordperfect 5.1 and am confident when using it. Before Uni I had only used 5.1 though. I do not like computers and never really have and I have a low level of confidence with computers.
10.	I didn't think it would go very well because it's not the same as interaction between people and you do not get as much experience speaking.
11.	I am very shy about speaking out loud in class and so I don't get as much experience verbally. I also don't do well when I am pushed.
12.	The thought that I am behind everyone else when they can pick up a concept almost if not straight away. That I won't be able to remember the words when asked.
13.	Sometimes
14.	
15.	No
16.	I don't mind using the computers, in some ways it is good but maybe just one hour on them and three hours in a class with a teacher. My attitude has changed because some days you just feel like sitting alone at a computer and figuring it out, asking for help when you need it. Maybe we should be able to choose whether we would like to use the computer or do a tute somehow.
17.	Speak with someone in Indonesia (MI) Read Indonesian stuff (ie the newspaper you gave us, it was quite interesting). (MI)
18.	One on one work (MI) Study at home (I) Practice speaking and reading (I)
19.	ORALS! (Unless just in front of you, Christina, Susi or if each person has the choice of in front of the class or just you guys).
20.	When I seem to be picking something up well and getting the hang of stuff.
21.	Christina's stories
22.	Sort of but I can't really explain why.
23.	Yes they are clear, easy to navigate, not really attractive or stimulating though.
24.	Yes. You are pretty much on your own and have to work it out yourself and I like that.
25.	Being able to work it out yourself and work on it when you feel like it, not necessarily at a set time.
26.	A few yours. I like being able to work on it when I want – alone.
27.	No not really
28.	One or more people discussing and practising (the language).
29.	Yes. Like I said before I like using the computers as you work it out yourself but it is helpful to be able to ask questions if needed. But I also like one on one and learn a lot from Christina and the way she explains things.

30.	3. I don't really know how to explain it. I think I pretty much need my independence as well as help. I only really like help when I ask for it though so I guess I am more like 3 _ - 4.
31.	I really enjoy working with Christina, getting practice with a native speaker and the way she explains things seems to get through and stick in my head more. Susi is good too but she is a little fast for me. Computers are good by maybe just one compulsory hour a week and then we choose if we want to stay on longer.

Josie	
1.	20-30
2.	Female
3.	Italian for 5 years in primary school. French and German for 6 months each in high school. Indonesian is the first language that I have chosen to do. Foreign language has always been compulsory. They were successful experiences. I found French hard as parts were similar to Italian and I would then start talking in that language instead.
4.	I feel that knowing a foreign language is important. Even though I haven't been spending the time I should on Indonesian. Up until the test the other day I felt I knew a lot. But that day it just felt like I knew nothing when in fact I know a lot. Subsequently it has made be reconsider my decision to continue with it again one day. I am still undecided I found Indonesian very easy that is why I can get away with only doing the bare minimum amount of work. Imagine how good I would be if I did the work I should have. Wah
5.	Language is a form of communication between people. I expect to be able to understand what I am doing and why. Also to communicate and use it effectively and creatively. (Oh to be like Bryce Courtney)
6.	If I was studying the language I would definitely expect the same. However, initially I expect to understand and communicate the basics
7.	To be able to speak it.
8.	Like anything you need to learn it and its use, otherwise you will lose it. ; For me I learn better if there is a practical application. If I was in a situation where I had to use it then I would learn quicker. (motivation is the key)
9.	High level of confidence with computers. My skills are all self taught. If I don't know how to do something I find out either through on board help or books.
10.	The computer to add upon and reinforce what I have learnt in lectures and tutorials. As the acronym says, assist with learning. It is a supportive tool rather than the main source of learning.
11.	I often find it very easy to grasp things. Especially if I am interested in what I am studying. I like a lot of my family have dyslexia. It however, is mild often affecting my spelling (sometimes I get the letters mixed around).
12.	Lack of confidence in my ability. I find most things in life simple, however often when it comes to testing (not necessary for marking) how good I am. I always seem to come out average or above average. There is something (which I cannot find) that stops me from being very good. This in turn causes frustration reinforcing lack of confidence.
13.	To a certain extent they are. I have found that they are definitely taken into account in the delivery of the subjects in the course. This is more than with the design.
14.	I suppose having studied a foreign language before helps.
15.	My attitude has gone up and down since the beginning. Started off nervous, soon became excited then it dropped to a low by end of SM1. Low at start of SM2 (briefly) went up again, maintained this then went down at end of SM2.
16.	It did change since then, however, it was not a result of the computers. The problems (tech) were a pain but you just have to "roll with it". Not to focus on the negative and forge ahead. I think that many got bogged down in the problems which in turn affected their experiences.
17.	Self improvement – adding to my skill base making me a more flexible and useful person. Therefore I really wanted to learn the language in its entirely. This is to be done progressively, each time building upon the knowledge base.
18.	I think that the present way is working. Obviously some changes need to be made to "fine tune" the course. These changes have already been suggested in this questionnaire.
19.	No
20.	Practical application. Having a purpose for the study of it.
21.	Teachers willingness to help keeps you interested.
22.	Somewhat. Not as much as the room disruptions from non Indonesian students. The environment is important (critical) to being able to concentrate on the task.
23.	All of the above. Layout very good.
24.	Sometimes, as I have already said. The environment is important. I have done a lot of independent learning inn primary school, through the special composite class I was in. I always found the environment important. For learning on CALL need clear directions on tasking.

25.	The whole package has been good. I don't know if I would use the word "motivate", but it has been an important supportive tool.
26.	I spent time on the printout. I would go through them and identifying all new words. I didn't spend any outside time actually on the web. This was for 2 reasons. 1. Computers are had to access with all the students. 2. I borrow mum's car so I can't always go when I want to. She already says I have the car too much.
27.	Often this is from not knowing exactly what we are to do. Once I am certain of what we are doing I then run with it. But until I am certain I just tread slowly until I find out.
28.	I communicate with the computer, likewise it does to me. This can be through ROM images, or voice.
29.	I believe that they should be both. They should be used sometimes as a part of the course. Then contain material for further.
30.	If I am clear on what is required I am definitely a 5. Even if I am not clear I am still a 5. However, I would probably be a 3 briefly until I was clear. (I believe that it is important to understand requirements, otherwise you just aimlessly walk off in a different direction).
31.	

Patrick	
1.	40-50
2.	Male
3.	Yes. Spanish – for only a short time – 4 months when in South America. yes
4.	Mostly stimulated by travelling to these countries. Was not inspired to learn before then.
5.	Language, I guess, is the medium of communication, so I expect to be able to use that with native speakers.
6.	Really only that to be able to communicate to understand meanings and expressions of another language.
7.	Ditto and possible careers options.
8.	Obviously use it and the best way to do that is to live in that country and HAVE to use it every day.
9.	I am just a novice of essentially this one year, but seem to be getting a handle on it.
10.	Possible quiz – answer type of scenario. Didn't have anything definite. Maybe voice interaction exercises – for pronunciation correction.
11.	Seem to have a fair ability to retain words (and some phrases). Find it difficult (frustratingly) to understand when spoken to.
12.	Being answered! And having to respond. Thought that just improves with contact.
13.	This is my first uni course so I'm not able to compare with anything. I guess you refer to language courses – which I feel are specifically designed for doing that. Whereas many other courses –have been designed with corporatist attitude of getting 'bums on seats And not with career orientation values.
14.	Helped by a splattering of Espanol. Hindered by not studying Islam or Dutch.
15.	Yes, I have appreciated the access to various mediums - Internet, videos, computer – interactive and books/papers.
16.	Initially frustrated with the web base services, but with familiarity, have become more assured. When it happens smoothly, it is good.
17.	MI Vocab D Recipes I Lifestyle MI Grammar D Stories MI Pronunciation MI Culture I History
18.	MI Dictionary access I Cultural events and calendars MI Grammar coaching I computer interactive techniques MI Personal contact
19.	
20.	Desire to learn the language. Interest in the culture. Personal contact with Indonesians.
21.	Formal learning curriculum but with an informal class structure.
22.	No
23.	I think it would help, for our level, to have an English version of what is written in some of the longer, more complicated texts, which we could refer to. Overall the layout is good and interesting.
24.	?
25.	Short question and answers (multiple choice) Voice questions and responses.
26.	Not much. Wish I had more time to.
27.	No – only when the text is long and contains many unknown words.
28.	Responding to and gaining a response.

29.	YES because it is innovative, interesting, allows voice transmission – to and from, and is immediately responsible to true or false answers.
30.	3-4 I am independently seeking to understand, practice and identify for my individual use. But sometimes a little lazy and lack motivation.
31.	Overall the course has been very interesting and varied, which has allowed continued involvement. Even though we have been the subjects of trials and experiments, which may have disrupted some students appreciation of the learning schedule, it has also in the opposite way. Incited others to realise their options and potentials.

Penny	
1.	50-60
2.	Female
3.	No
4.	No
5.	Language is primarily a tool which facilitates communication between people. It also can be a form of intense personal written and vocal expression of our innermost feelings and observations to others. Learning different languages to our own makes us more aware of the beauty and idiosynchracies of our mother tongue.
6.	Learning Indonesian language will help me to understand the spoken word in my future travels in Indonesia. No longer to be on the outside looking in. It will help me to understand more clearly the culture of a country that I admire. If you make the effort to learn another peoples tongue – I think that in itself reveals to those people in a small way that you have an interest in them. No matter for what motive.
7.	Yes I hope it will help me in my quest in gathering myths and legends and folkstories from different areas of Indonesia (especially Bali) – so that perhaps I will be able to illustrate and write them (or on a CD Rom etc) for children.
8.	I am coming to the conclusion that the best method for learning is full immersion – in a sea of the language one is learning. Many times I have the feeling that there is a falseness about the process that I am undergoing now. Perhaps this is always so – when learning another language.
9.	Before coming to uni – nil. Unfortunately the IT course I did at uni was self paced – which meant that if you were slow you were left behind. My best experience (which gave me a measure of confidence) was the purchase and subsequent use of Adobe photoshop (hours of playing).
10.	I had none except a hesitance because of my lack of computer skills at that stage. When I am absorbed with the computer – I cannot recognise when the teacher is giving instruction unless the person next to me taps my leg. (deaf).
11.	I am aware that I am a kinetic learner. Vision is all important to me. Feedback from other students in a class environment and teachers is all important. But when I am digesting material I must be alone. Every lesson I have I go through my notes etc that night which seems to help
12.	Big blocks of new material which is used in class before I have had the opportunity to read beforehand. I don't seem to be able to read out loud and comprehend at the same time. (Even in English) and a lack of confidence in technical skills (or computer).
13.	Yes. I am aware that I am an individual and that there are many different methods of teaching and learning. No doubt this can pose difficulties when preparing for student needs. The university provides a service for student with hearing problems. But sometimes embarrassment or shyness can hinder the uptake of these services.
14.	I have a profound interest in the people of SE Asia but especially Indonesia. This is the main factor which influences my learning bahasa Indonesian.
15.	The door is beginning to open enabling me to peep inside. I am gaining confidence in speech and I have gained a wonderful insight and appreciation of my own language.
16.	Nervous at the beginning – though willing. I think the computer is a wonderful aid to language. At the moment I feel that web-based material for language is in its infancy and that the future prospects in this area are absolutely exciting. Especially when technology enables us to be truly interactive with the program. (artificial intelligence).
17.	JNI I feel my goals in learning the Indonesian language are extremely important part of my life. This it will enrich me further in my understanding and appreciation of another peoples culture.
18.	I would really like to have other subjects pertaining to Indonesian culture. I think that Indonesian language is no 1 but I also feel to give a student a full appreciation of the Indonesian language that the study of the culture and history is almost equally important. I feel a little sad that this uni does not provide these units. Truly one cannot have language without the other.
19.	At times there seems to be some disorganisation – things done at the last moment which unsettles me and the other students.

20.	I have a mental picture of Bali in my mind which I carry everywhere. This helps me always. Reading, watching programs on Indonesia - this always uplifts me and helps me to keep the goal ahead.
21.	Yes. Yes. Yes Yes. Everyones impact - even negative. Perhaps the negative ones at times even more so because I have a tenacious disposition.
22.	Yes. Absolutely. Sometimes the frustration pissed me off so much I felt like putting my booth through the bloody thing. When these frustrations occurred (on a regular basis) I began to think I was wasting time on/with the computer and that perhaps the class participating environment was far superior)
23.	Yes I think the layout is easy to read, but I have had difficulty accessing the dictionary. The scrolling one at the side is good - but on some new words could it be html?
24.	Yes I have learned but I think I would learn better if I was to work with the student next to me as well. (My big problem is lack of confidence with my technical abilities.
25.	Surfing the web. The chat line. Some of the newspaper articles. I like the examples of the letters and I really liked the quizzes with multiple choice.
26.	I still don't know how to surf the web properly but I used the web to surf when things got particularly difficult in class - stress release - on average I spent 3-6 hours per week extra.
27.	Yes I did not always comprehend clearly the instructions.
28.	Feedback. Understanding. Being able to clarify a problem immediately.
29.	Yes. Because I can see that my lack of confidence is my only drawback. This is an exciting medium in its infancy which must be developed because the field of technology is opening up vast areas which previously have been only imagined as a learning tool. I feel that in the future this will be a worldwide medium for all aspects of education and that universities will be the facilitors of this method of learning.
30.	3. I like to be given clear instructions as to what is expected from me and then I take it from there (and fly). I feel that I cannot take in too much knowledge - ever. Unfortunately at this time our library is very limited in Indonesian material BUT the web is good.*
31.	I like the web material very much but on a personal level I am particularly visually stimulated and I think that computers (and TVs) are primarily visual tools and that graphics teach with word association. If I want to read serious stuff I read a book (hardcopy) quietly to take in the material. I like talking heads. Where I can see the lips move/or movement to stimulate me. Sometimes heaps of written stuff on a screen is boring.*

Judith	
1.	20-30
2.	Female
3.	A little French and Italian but I don't think that these have helped or hindered my learning of Indonesian in any way.
4.	No
5.	I expect to be able to communicate effectively and approximately with all different types of people about whatever I want. I want to develop an extensive vocabulary.
6.	I want to learn how to communicate with Indonesians in their language.
7.	To develop my ability to speak the language so that I feel comfortable communicating using the Indonesian language.
8.	Practice talking with other students and preparing ourselves for the lessons.
9.	I have used computers a fair bit and I am pretty confident with them.
10.	I thought that it would be good to combine computers and language learning and I expected to learn a lot.
11.	I learn by interacting with others in small groups. The tutorials are excellent.
12.	Making mistakes in front of the class makes me shy about answering questions or inputting into discussions.
13.	Some courses. In this course yes because the students are asked how they learn. The essays can be written on whatever interests the students which is excellent and feedback from the students is always gathered.
14.	It would have been a lot easier if I had some prior knowledge of Indonesian, but I had none.
15.	Yes, I felt like it was too hard and I gave up nearly but after putting more time in I found it was just a bit hard. Its a lot easier when you can talk with people in Indonesia to practice.
16.	The web caused problems for me, I liked the access to a lot of information but there was no interaction with others, there were a lot of problems with the computers and I started to get really frustrated.
17.	I really want to learn the language, speak and understand the culture of Indonesia.
18.	MI Talk to others in Indonesian MI Prepare work before class I Use language when thinking about things. Translate in your mind all the time. The extra workshop was excellent, I learnt more in it than any other lessons.

19.	Too much time was spent on computers.
20.	I am motivated by others encouraging me, by getting feedback which has improved from Semester 1 and by concentrating on the final outcome - speaking another language.
21.	People in class and teachers were always willing to help and encourage which I thought was excellent.
22.	Yes. I don't like using computers for Indonesian, because my password was invalid for 3 weeks and people couldn't sort it out so I was getting behind as I had no access except through other peoples password. I didn't learn much and I found it a waste of time.
23.	The Indonesian materials were layed out really well, but it took a while to get used to where things were and how to use them, like the dictionary.
24.	Sometimes, I shared a computer for 2 lessons with another person and I felt that I learnt better with someone to talk to, the other times I didn't learn much because I didn't like it. You need to be in a room by yourself so you don't get distracted by others.
25.	It was good being able to access all the information.
26.	I spent hours every week, about 2-3 because there was an overload of vocab and I couldn't understand it and so I found that after I had studied I hadn't really learnt about anything.
27.	I get annoyed when you are unable to access the server and then I'd feel lost because everyone is just working on different things and you get unsure what to do.
28.	Interaction to me is like discussion. I thing it is between people I don't think that you can interact with a computer so I found it hard to learn.
29.	Yes, but only for 1 hour a week or 1/2 hour because it reduces your interaction time with others and I found them to be more of a hindrance than a help but you become familiar with technology and there is a lot of information that you can access.
30.	I would rate myself a 3 because as I have only been learning Indonesian for 1 year I really need a framework to follow. However, at times I study what I want to. However, you have to follow the framework to pass the course.
31.	I think that the course was structured really well, there could be less time on computer because I felt like I wasn't learning as much as I would in a workshop. The extra classes were excellent. I think that they helped me the most. The availability of the lecturers was good because I could see them just about any time or they'd always get back to you if you left a message.

Dean	
1.	30 - 40
2.	Male
3.	Living in Taiwan for 6 months I tried learning Chinese (Mandarin) although not formally. In the first 4 months I was very discouraged, however, the last 2 months were relatively successful. I don't think that experience has had a bearing on my experience with Indonesian.
4.	Having travelled abroad many times and being involved in a relationship with a person from a multi-ethnic and multilingual background I can see the benefits of speaking more than one language.
5.	Language is the basis for communicating concepts. I hope to be able to develop my skills in effective communication with a broad range of people..
6.	I hope to be able to understand concepts foreign to English.
7.	Top be able to communicate with local people when travelling in Indonesia possibly Malaysia.
8.	Practice without feeling stupid.
9.	I have used specialised computer packages for the past 15 years. Whilst I have no understanding of how the thing works I have no trouble using a variety of applications.
10.	In the age of multi-media learning I thought computers would be an effective learning device as they can incorporate sight and sound.
11.	I am very lazy so I try to find the easy way of doing things. Unfortunately I don't think there is an easy way.
12.	Try to remember words when I am speaking or writing.
13.	Yes, however, I feel they may be compromised by budget constraints.
14.	Having spent time in Indonesia learning street Indonesian has been very encouraging in trying to further develop my language skills.
15.	No
16.	I think it is a good tool, however, it can be difficult to use when in a large class.
17.	MI Improve my spoken ability MI Improve aural comprehension I Improve writing skills and written comprehension D to be able to interpret Indonesian texts to a level that I can use them as reference material in my studies.
18.	MI Practice and reading writing listening I Speak in Indonesian as often as possible D Go to Indonesia.
19.	Not really.

20.	To be able to communicate with Indonesian people. Motivation technique - fear of failure.
21.	My girl friend is very keen to learn Indonesian as well.
22.	Less motivated to try and spend extra time on the computer when I'm not sure if the network will be running.
23.	Good, but should have quick access to dictionary without having to set up different window etc.
24.	Sometimes. It is a bit rushed in tutorials so I tend to forget what I have learnt very quickly.
25.	Alternative to traditional classes.
26.	Not enough, varied from zero to several hours a week. Refer q 22.
27.	Not really.
28.	Being involved, actioning things and receiving feedback.
29.	Yes. It is always available and you can return to spend more time at your leisure.
30.	1 If I am not expected to do something I simply wont do it enough.
31.	No other comments but if you wish to ask any further questions please feel free to ask. Perhaps the makeup of classes (eg the type of people) also effects peoples learning ability.

Derek	
1.	30-40
2.	Male
3.	I studied German for 1 semester at UQ, but failed. Then, when I went to India and Russia I tried to speak to people using a phrase book, which I enjoyed and encouraged me to learn another language.
4.	Yes, being married to Katrina has encouraged me to learn Indonesian. Also my father is multilingual, so I expected that I should be able to learn another language.
5.	Language is a way of making sense of the world but also a way of making the world. I would expect to be able to engage with other constructions of reality via another language.
6.	I would expect another language to contain different modes of meaning and culture.
7.	I would expect Indonesian language learning to reflect aspects of Indonesian culture.
8.	Learning language in a social context, ie in a conversational discussion of themes and topics, I think is the best way to learn a language.
9.	I feel comfortable and confident using computers.
10.	I looked forward to it.
11.	I don't like rote-learning. I tend to prefer short intense periods of study rather than regular periods of scheduled study.
12.	Feeling like I haven't done enough preparation.
13.	Well, I think the situation here at SCUC is much better than at UQ for example. Increasing beurocratisach and institutionalisation tends to override everyone's needs, I think.
14.	Having spend some time in Indonesia has really helped me learn Indonesian.
15.	Yes. I feel a lot more confident about learning Indonesian.
16.	I feel like the web based materials gave me an increased confidence in dealing with materials like newspaper articles on my own, outside the materials covered in class - it encouraged me to explore.
17.	Reading newspaper and magazine articles (I) Reading fiction (I) Being able to converse in Indonesian (MI) being able to write in Indonesian(D)
18.	Tutorial activities - discussing themes in Indonesian (MI) Web-based sessions (I) Lectures (D)
19.	No
20.	I really want to be able to speak Indonesian with my wife and be able to speak when I go over to Indonesia and read newspapers etc while there.
21.	Katrina is a big encouragement and helps me with homework.
22.	Not really. I think technical problems are inevitable when working with computers.
23.	The layout was pretty good, I though 3 frames are probably too many to work with. I didn't much like frames.
24.	Yes. It was a helpful adjunct to the tutorials.
25.	I liked being able to access the web-based material whenever I wanted. I also liked using the web-based material with others - it make it more fun.
26.	About 3 hours a week. I would have used it more but I was too busy. I would like to be able to access it now from home on the internet.
27.	No. I though the sessions were well directed.
28.	That I get feedback from what I enter.
29.	Yes. I found the web sessions valuable and fun and effective and liked working with others during the workshop.
30.	4. I like to explore the [...] myself and occasionally move beyond it.
31.	I think a lot of resistance to the we-based learning comes from our experience in Semester 1, which was, basically, 4 hours of tutorial instruction each week. I don't think computer aided learning can ever match that. But as an adjunct to tutorials and lectures I liked using the web-based materials.

Joseph	
1.	30-40
2.	Male
3.	No
4.	My experience on holidays to Bali activated my interest in this foreign language. My attempts at learning some words whilst on holidays was met with sincere appreciation by the locals and I therefore enjoyed the greater opportunities for interactions.
5.	In my opinion, language is communication. My expectations from learning another language are to be able to converse with non-English speakers and to gain better insight in their culture. I hope by becoming bi-lingual greater opportunities in both career and life will open to me.
6.	I think I've already full answered this question.
7.	To be another string in my bow to compliment my design studies for future job opportunities.
8.	I think most of the vocal and basic can be learn (with some guidance) independently, I think that interaction, in the sense of conversing is very important. To speak in front of the teacher can correct fundamental errors and indicate what to study out of class.
9.	I have no problems using a computer, but I think they should be limited in use as a tool and as a reference and an aid in personal study time. Classes should be kept for personal interaction, after all a language is for communication between 2 or more people.
10.	I had none – one way or the other.
11.	Of course (tentu saja). Everyone relates in different ways. Personally, I learn better from doing that reading how. I can learn facts and figures by reading, but not 'how to', i.e active, mengerti?
12.	Too much new vocab in one slab. I need familiar vocab surrounding new vocab.
13.	I suppose this is attempted, but as they say, you can't please all of the people all of the time, ie everyone has different expectations and needs.
14.	English Grammar – lack of.
15.	No, I still enjoy this subject, I wish I had more time to study it as much as I would like.
16.	Before I started I had no preconceptions. The first lesson probably scared me to some extent with so much new vocab but I think that I can say unbiasedly that it helps me very little in the course situation. OK as a reference tool.
17.	To become fully conversant in the language to the stage that I could understand a non English speaking Indonesian. Anything less would make the effort a waste of time.
18.	Perhaps a little more effort on my part? More opportunities to converse (practice). To go to ACICIS
19.	I don't mean to offend BUT... less use of or no computers in the precious few hours of class. Sorry. (For me, can't speak for everyone)
20.	The desire to become proficient. Knowing that anything less is a waste of time, except as a tourist gimmick.
21.	The accessibility and eagerness to help by the lecturer. Christina's constant smile and laughter.
22.	It hasn't helped. Especially the large percentage of the precious few hours that are wasted.
23.	Have rapidly improved with each week. The latest are quite good. BUT still don't compare to a teacher.
24.	No. well... little more than I would from a book or by correspondence.
25.	Being able to access it anytime to clarify grammar queries.
26.	Varied, when needed.
27.	Mainly when tooo much new vocab.
28.	People
29.	No, all of the above.
30.	I have no problem studying for the preparation of tutes, but in the actual clarification or rules and pronunciation I need teacher interaction.
31.	I am very happy overall with what I have learnt for the year, although for the first 5 or 6 weeks when I was attending workshops I felt my learning stagnate and my motivation all but disappear. Upon attending 2 tutes all this changed for the better.

Wendy	
1.	40-50
2.	Female
3.	I have studied French to Junior level at high school and then one term advanced studies at Technical College. I really enjoyed it and find that I still remember a lot. It hasn't necessarily helped with learning Indonesian.
4.	No particular reason except I can see the special need to study Indonesian especially because of their close proximity and future international relations.

5.	Language is communication. I find the origins of language interesting. A second language, (especially for younger people) has many opportunities for future work. Travel agencies, banks, tour guides...
6.	As for no 5. Also just to master a second language would be very satisfying.
7.	Same as 5 & 6. Also Indonesian culture is very interesting.
8.	Oral is most important. Access to videos and tapes is helpful but more emphasis and time in tutorials on pronunciation would be good.
9.	Computers are a wonderful modern invention if you grow up with them... but old habits die hard. There is noting to compare with human communication. Also eye sight is critical and computers are a stress on eyes.
10.	I expected it to be different. Computers do not answer questions.
11.	Reading and learning by rote is the way I do it. Also word association (the funny way my brain works.
12.	The oral aspect although I'm very keen to master it.
13.	On the whole this is the case but I realise new methods have to be tried and this is the challenge for people like me.
14.	I think my prior interest in English and grammar have helped.
15.	No, my attitude hasn't changed although I realise a lot of time has to be committed to learning and enough time is not always possible with other studies and personal demands in life.
16.	My attitude probably changed a little because I found I wasn't learning as much in workshops. Christina's workshops were great as she took time to make you pronounce the words correctly.
17.	MI oral communication I Written communication D Culture of Indonesia
18.	It is up to me to put in more time with the oral – like attending the social nights or talking to other students strictly in Indonesian. Like you said in my essay – I still think English and then translate.
19.	Probably some of the themes were less important than some eg love and sex (I know we all need it). Apart from that, limited contact time, limits what can be done.
20.	I generally just enjoy trying to work it out. My dictionary has been overworked!
21.	Yes, I find the lecturer and tutors very friendly and helpful and this inspires me to make an effort for them as well as myself.
22.	Yes. No only makes it difficult for the timetable set by the lecturer but generally wastes time.
23.	I think that it is great. The student network(?) Technology is amazing but once again, takes time to get used to.
24.	Probably, but find I still have to write everything down.
25.	I was impressed with the photo. The voice would be great for pronunciation if it was always loud and clear.
26.	Not a lot of time. I did access it a few times but more than _ hour was too much.
27.	Yes. No-one to ask questions.
28.	Interaction – two way communication – human communication – being sociable.
29.	No – because of reasons already given. But I qualify that. If Indonesian was the only unit I was studying, I would give more time to understanding CALL.
30.	. Very dependent on instructions of lecturer/tutors. . But quite happy to also study at home.
31.	

Footnotes

Chapter 1

1. There are also many dissenting and non-mainstream theories and approaches, for example Total Physical Response, the Silent Way and Suggestopedia (see Richards and Rogers, 1986).

Chapter 2

1. Programs include the Australian Second Language Learning Program (ASLLP) of the mid-eighties, the 'Asia literacy' campaign of 1987-1996, the COAG Agreement of the mid-nineties.
2. Major policy reviews include the Australian Policy on Languages (1987), the Asian Studies Strategy Plan of 1987, the Leal Report of 1990, the Australian Language and Literacy Policy of 1991, the Rudd Report of 1994, and the National Statement on LOTE 1994. The ALL Guidelines (Scarino et al, 1988) were also a major influence on thinking and practice in schools.
3. Einstein proposed the maxim: "Only experience is knowledge. Everything else is just information." It is arguable that all human culture is knowledge. Any piece of human technology (architecture, clothing, cars, computers, satellites, tooth brushes) is human knowledge in "hard copy". Words are knowledge encoded as information in script, in sound waves in the air, in ink, on paper or electronic blips on a screen. The human universe is in our apprehension of it through experience, *our knowledge*, as much as it is the objective universe of matter and energy *out there*.
4. A senior university administrator emailed all staff "to remind you how important it is to minimise attrition. The way we teach and *the way we interact* will have a bearing on that" (Elliot, 1999, italics added).
5 The 1999 Second Language Research Forum offered as its topic 'Social and Cognitive Factors in Second Language Acquisition'. Among a few of the published 22 papers which actually treat the conference theme is Udo Ohm's 'Second Language Acquisition in Terms of Autobiographic Narratives". http://www.cascadilla.com/slrf1999.html
6. The Australian postmodernist media writer McKenzie Wark in *The Virtual Republic* offers a definition, among many, that culture can be described as a "structure of feeling".
7. De Courcy chose qualitative methods for her study of learner perceptions similar to those employed in this study: field notes from classroom observation, recorded interviews, focus groups, thematic analysis. De Courcy presents many quotations from learner reflections and "working talk" but her conclusions are more about specific strategies for learning Chinese than broader learner perceptions. She does not claim generalisability but possible "understanding of [...] the experience" and "inferences for practice" (De Courcy, 1995, 34,36). See chapter 3 on qualitative methodology of this study.
8. Soemarmo then proceeds to a schedule of specific topics, a thorough readings and reference list. To cover the course content as stipulated could require many lectures. The constructivist aspect of the course seems to consist of students filling in online questionnaires based on chapters of the required text reading. These are certainly thought provoking but may be considered largely imbibing propositional semantic information.
9. Yolanda Albina of Yogi Software in Canberra is a largely self-taught Macintosh developer.

Chapter 3

1. Many instances of learners' work products in the target language (Indonesian), including their web pages, were archived but have been relegated to a separate discourse analysis project.

Chapter 4

1. The program has also been the object of investigation by a visiting scholar (Read, forthcoming) whose work will provide a useful, outside evaluation. Coincidentally she now

works at Deakin University under Dr Ismet Fanany whose approach this is by and large and who had a profound influence on this researcher.
2. Now the University of the Sunshine Coast (USC)
3. The death of the researcher's father in another state just days before the commencement also disturbed the project's first week.
4. Because in 1997 neither this researcher nor any IT staff could write CGI's for the server system at SCUC, we were forced to construct a linked website at GeoCities, a publicly available web space, for fill-in forms.
5. Mas is literally "older brother". Adik is "little sister". These terms of address are used by Javanese sweethearts or married couples.
6. Available online at http://intranet.usc.edu.au/wacana/resources.html

Chapter 5.2
1. Australian Federal Police
2. Bryce Courtney is a popular novelist.
3. Two participants wrote answers to question 6 about FL in the question 5 slot (about L1) and then apologized on paper.
4. Both Melanie and Penny's responses could also aptly be classified under the "culture" heading.
5. Possessive pronouns follow the noun they refer to in Indonesian.
6. There were a few uninformative answers. One student offered no response (AW f7_K2). Jeremy just wrote "See Q.6" (JRB f7_K2). Elspeth's response, while seemingly irrelevant, yet indicates very long-term thinking about language learning: If this is an expectation I would like my three children to be learning a foreign language and learning about another culture through language (EHf7_K2).
7. Patrick whose on-campus application to FLL was shaky later undertook in-country studies for one year. He has in 2001 gained a contract as an interpreter-translator

Chapter 5.3. Interaction
1. Penny is recommending individual new lexical items be linked directly to the online dictionary entry rather than students have to search the dictionary for the word. This would demand an considerable time commitment for the designer.
2. In fact, as she continued to use it after the study period, her confidence soared. She needed more time than some others for the physical mastery of the medium. Other much younger students demonstrated less persistence.
3. See http://intranet.usc.edu.au/wacana/usc_uns/ Many technical difficulties are already being attended to by adoption of streaming audio, SMIL files and investigation of hybrid web-CD delivery.
4. Indonesian television news is used each week in a media studies strand of the third year course at University of the Sunshine Coast.
5. The Australian Consortium of In-Country Indonesian Studies.
6. TIFL stands for Teaching Indonesian as a Foreign Language. It refers to a package of resource materials for university level teaching of Indonesian language. See references.
7. A web page can be downloaded as "source" complete with HTML tags which confuses novice users until they learn to save as "Text Only".
8. BI stands for Bahasa Indonesia, the national language of Indonesia, the target language of this course.

Chapter 5.4.

1. Ibu is an Indonesian term originally denoting "mother" but widely used as a respectful term of address to older women or women of status.
2. A pantun is a traditional Malay-Indonesian quatrain, a form of poetry that has been likened to haiku and limericks.
3. The Ramayana is an Indian epic story used for millennia in Indonesia in shadow plays and dance dramas. The Indonesianised characters have had a huge influence on Indonesian, especially Javanese, philosophy, ideas of morality and behaviour.
4. Margot still exchanges emails in Indonesian with this writer and others long after completing her formal studies. She undertook a six month course in Indonesia in 1998 and continues to involve herself in Indonesia related concerns.
5. Studying a social group, a researcher may look into current observable behaviour or into artefacts of the past for insight into why certain phenomena occur. The future also figures in all cultures. All cultures have theories about where souls go when humans die, about what life will be like as season follows season, if we follow tradition or change, and about the end of the world. In the modern West, futurism and "future shock" are now part of cultural and academic discourse.

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